DOCUMENT RESUME

ED 314 531 UD 027 208

TITLE	Partners in Self-Sufficiency Guidebook.
INSTITUTION	Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
PUB DATE	Aug 88
NOTE	86p.
AVAILABLE FROM	HUD User, P.O. Box 6091, Rockville, MD 20850.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Community Programs; *Cooperative Programs; Daily Living Skills; Federal Programs; *Low Income Groups; *One Parent Family; Program Guides; Program Implementation; *Self Help Programs; *Welfare Recipients
IDENTIFIERS	*Partnerships

ABSTRACT

This guidebook is for community leaders who are implementing the Federal Partners in Self-Sufficiency (PS-S) program, a community-based approach to service delivery that helps families get off welfare. The program offers a comprehensive package of services including housing, education, child care, transportation, counseling, and job training and placement assistance to very low-income single parents who want to learn the skills necessary for full employment and economic independence. A key feature is public-private partnerships. The guidebook is based on the experiences of 155 programs operating around the country since 1984. Nine of the guidebook's 10 chapters cover the major program components. The chapters are: (1) "Getting Started," which discusses leadership, staffing, needs assessment, and developing an action plan ; (2) "Making the Business Connection," which contains hints from business people on how to obtain private sector support; (3) "Selecting the Participants"; (4) "The Counseling Component"; (5) "The Training Component"; (6) "Job Development and Placement Strategies"; (7) "The Child Care Component"; (8) "The Housing Component"; and (9) "Other Support Services," which offers advice on how to help participants meet some of the basic needs not covered in other chapters, including Aid to Families with Dependent Children, health care services, postsecondary education, transportation, clothing for interviewing and employment, and tools and special equipment. Each chapter includes a section listing sources of additional, related information. Chapter 10, "Points to Remember," contains a number of helpful reminders to consider throughout the life of a program. The addresses and telephone numbers of relevant regional federal offices are appended. (FMW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. Department of Housing and Urban Development
Office of Policy Development and Research

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Partners in Self-Sufficiency Guidebook

ED314531

UD 027 208

Partners in Self-Sufficiency Guidebook

August 1988

Foreword

Over the years a variety of local, State, and Federal programs, as well as programs operated by religious, philanthropic, and other private organizations, have been established to deal with the needs of welfare families. The President's Domestic Policy Council reported in 1986 that nearly 20 percent of the population–more than 52 million Americans–relied on some type of welfare program during a single year. In calling for a basic change in public assistance policy, the Council recommended that " ... until this country better knows what both relieves poverty and reduces dependency ... the Federal Government should initiate a program of widespread, long-term experiments in welfare policy through State-sponsored and community-based demonstration projects."

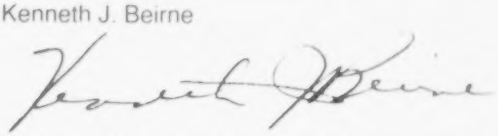
The *Partners in Self-Sufficiency Guidebook* is the product of a community-based demonstration begun by the Department of Housing and Urban Development (HUD) in 1984 to help the rising number of very low-income, single-parent families move from welfare dependency toward full employment and economic self-sufficiency. The demonstration was created in the context of the debate on welfare reform, particularly on how HUD's assisted housing programs can help alleviate welfare dependency, its causes and associated problems, and promote welfare reform.

Called Project Self-Sufficiency, the demonstration has been tested in 155 communities in 37 States, Guam, Puerto Rico, and the District of Columbia. It uses housing assistance as an incentive to communities to develop public-private partnerships to provide resources and services to help families break the poverty cycle. After fewer than 4 years of operation, the Department has seen evidence that Project Self-Sufficiency works. Communities of varying sizes and economic and social conditions have demonstrated that programs which link housing with employment and other types of assistance can be locally designed to encourge low-income families to move toward self-sufficiency. The families who participated in Project Self-Sufficiency should be very proud of their accomplishments.

Creating public-private partnerships to improve both the efficiency of assisted housing programs and the quality of life of low-income families remains a high priority of the Department and this Administration.

I urge you to consider tapping the creative spirit and resources of your own community to help low-income families gain control of their lives. I hope that this *Guidebook*, which is based on the experience of the communities that participated in Project Self-Sufficiency, will be helpful as you design your local self-sufficiency program. Together, as Partners in Self-Sufficiency, we *can* make a difference.

Kenneth J. Beirne



Assistant Secretary for Policy Development and Research

Table of Contents

Introduction 1

Chapter 1: Getting Started 5

Chapter 2: Making the Business Connection 15

Chapter 3: Selecting Participants 25

Chapter 4: The Counseling Component 33

Chapter 5: The Training Component 41

Chapter 6: Job Development and Placement Strategies 51

Chapter 7: The Child Care Component 59

Chapter 8: The Housing Component 67

Chapter 9: Other Support Services 75

Chapter 10: Points To Remember 81

Appendix 85

Introduction

Partners in Self-Sufficiency is a community-based approach to service delivery that helps families get off welfare. It identifies the housing, employment, and education needs of low-income families, and delivers a comprehensive and coordinated set of services to help motivated individuals learn skills that lead to full employment and economic independence.

The U.S. Department of Housing and Urban Development (HUD) has created the *Partners in Self-Sufficiency Guidebook* to show other communities what has already been done. It is based on the actual experiences of 155 communities that participated in Project Self-Sufficiency, a demonstration to target housing and a comprehensive package of services including education, child care, transportation, counseling, and job training and placement assistance to very low-income single parents who are motivated and willing to be active partners in planning their own transition to economic independence. In each community, a local task force of public and private sector leaders sets the policies for operating the local program and uses existing resources from all levels of government, social service agencies, and the private sector to meet the needs of their single-parent participants.

The *Partners in Self-Sufficiency Guidebook* is composed of 10 chapters designed to provide an approach for communities that want to design and implement a self-sufficiency program. It is a handbook of techniques and resources for communities to use to tailor their self-sufficiency program to their local conditions and to the needs of their low-income families. The first nine chapters discuss the major components of a self-sufficiency program. At the end of each of these chapters, a Resource section gives sources of additional, related information on the chapter's topic. The final chapter of the guidebook contains a number of helpful reminders to consider throughout the life of a self-sufficiency program.

While it is not necessary to read the *Guidebook* strictly in the order that the chapters are written, it is recommended that the first four chapters be read initially as a unit since they outline much of the process for setting up a self-sufficiency program.

The Self-Sufficiency Program Approach

Partners in Self-Sufficiency (PS-S) programs coordinate existing public and private sector resources and integrate them into personal development programs so individuals who need comprehensive and coordinated help can become economically independent.

PS-S Principles

PS-S is based on the following tested principles:

- Local communities have the capacity for creative problem solving necessary to address local problems. Community leaders, who represent a tremendous reservoir of information, energy, and intellect, are ready, willing, and able to use their personal resources to meet local needs.

- The self-sufficiency program needs an organizational body to set overall program goals and policies and to design and administer PS-S. This *Guidebook* refers to such a body as the Governing Board.

- Public and private sector programs can be made more effective by coordinating their operations to address their common goals. Coordinating and focusing existing resources on an individual's needs helps assure their effectiveness. For example, combining child care and training programs may make it possible for a single parent to take advantage of the training program.

- A comprehensive package of services tailored to local conditions and individual needs is required. Such services usually include housing assistance, child care, transportation, personal and career counseling, education, job training, and job placement.

- Self-sufficiency programs identify gaps in needed services and fill them by finding untapped public and private sector resources or by better coordinating those services. For example, a community may not have sufficient day care assistance or transportation services at prices affordable to PS-S participants. This *Guidebook* provides numerous examples of how communities have resolved shortages by uncovering untapped resources.

PS-S People

A successful PS-S program depends upon the commitment and participation of numerous people in the community:

• The local government's chief executive officer (CEO) can lend authority and credibility to the project. Direct action by the CEO can help make numerous resources more readily available through city or county offices. The CEO can also convince the business community of the value of cooperating with the program.

• The members of the Governing Board are essential to making the PS-S process work. The Board should be composed of people from public and private sector service organizations and businesses who have the knowledge and resources available for developing and managing the program and who have the authority to commit such resources. Members usually include public housing officials, business leaders, civic leaders, local government officials, and representatives of the target population to be served.

• While the business community plays a vital role through representation on the Governing Board, individual business people can also play an important part in the program by offering jobs with growth potential, providing training, and donating other resources such as space, equipment, money, and personnel that may be needed to make the PS-S program successful.

• A Project Director is needed to take responsibility for the day-to-day operation of the program and to assure that it runs smoothly and effectively. The Project Director should report directly to the Governing Board.

• The PS-S participants are the heart of the program. Motivated people who share a desire to improve their situations and a willingness to work will do so in spite of the barriers they face. Motivated participants can be found even among the least educated and most disadvantaged. Identifying these individuals is essential to successful programs.

Chapter 1

Getting Started

Chapter 1: Getting Started

This chapter explores how a self-sufficiency program gets started, the elements of program leadership, how to prepare a Local Needs Assessment and Action Plan, and other basic start-up activities.

Initiating a Self-Sufficiency Program

The idea to start a Partners in Self-Sufficiency program may begin with anyone—private citizens, business leaders, local government employees, public housing agencies, or social service agencies. Although anyone can make the first move, the local chief executive officer's sponsorship can speed things up considerably.

The first step to starting a program involves researching and then defining the community's needs. For example, who are the individuals and families most in need? Are they single parents, teenagers, battered women, the homeless, the working poor, minorities, or others? How many are there, and how are they currently being served?

A brief written proposal describing the community's needs and problems and suggesting solutions can be used to bring together the key individuals and organizations with the ability and resources to do something about solving the problems.

Leadership—The Chief Executive Officer (CEO)

Experience has shown that the most effective PS-S programs are those in which the CEO (local mayor, county executive, county commissioner, or city manager) takes an active role. When both a city and county cooperate in a joint program, both the mayor and the county executive could be equally involved and thus share this role. CEO's are strongly encouraged to:

- **Appoint the Governing Board**. The CEO is in an excellent position to ensure the participation of key local public and private citizens and organizations. The CEO might chair the Governing Board, or might appoint a personal representative who participates in Board activities.

- **Lend the local government's full support**. Beginning with endorsement of the project and appointment of the Governing Board, lending government support may later include providing staff, programs, space, or equipment.

- **Provide continued involvement and leadership**. The CEO should be aware of the progress of the local self-sufficiency program and be willing to generate additional public awareness and private-sector support as needed. One way the CEO can generate support is by soliciting the active participation of the business community.

Leadership—The Governing Board

In most programs the Governing Board sets the program goals and establishes and oversees all operations. An ideal Governing Board is composed of individuals who are strongly committed to the program and who collectively are capable of mobilizing the services and other resources that will be required to implement it. When the Governing Board functions well, members find themselves in a unique position: They not only know a great deal about the resources available in their community, but they also know how to coordinate these resources for more effective impact.

Selecting the Governing Board

The CEO usually selects members of the Governing Board from a list of candidates suggested by the person or office that initiates the self-sufficiency program. Candidates should understand that the Board is a working group, and that they will be asked to do specific tasks. If they understand this from the beginning, it will be easier later to remind members of their commitment.

The best potential Board members come from organizations in a position to offer specific kinds of assistance or services that will be needed, especially organizations that can provide jobs. Identifying these organizations may require some research, discussion with a variety of people, and help from the library.

Examples of potential Board members include representatives from the public housing agency, the business community, the educational community, and the low-income population(s) the program will serve. Other candidates to consider include members of the local Private Industry Council (PIC), the Chamber of Commerce, and financial* and other private institutions.

Because the PIC is one of the primary organizations for securing the cooperation and resources of the Job Training Partnership Act (JTPA) program used in varying degrees by almost all PS-S programs, a PIC member can be especially valuable. State agencies with resources or programs to assist the low-income population are also very helpful, as are landlords, representatives of local medical and religious institutions, and local transportation officials.

High-level business leaders are excellent candidates. The CEO is usually in a good position to persuade business leaders to participate. It is not only flattering when the mayor or county executive invites a business person to help solve a problem, it is also a clear indication that the program is important to the community.

Consider not only businesses, but organizations made up of business people, such as personnel managers' associations, apartment owners' associations, and other business and professional clubs. For example, the National Federation of Business and Professional Women has a foundation that awards scholarships to women to complete courses of training. Representatives, particularly officers, of these groups can be valuable Board members.

While it is important to get key people on the Governing Board early, it is never too late to add members. As the program develops and additional needs surface, do not hesitate to add new members.

* The Community Reinvestment Act of 1977 requires regulated financial institutions to demonstrate that their deposit facilities serve the convenience and needs of the communities in which they are chartered to do business, including meeting the credit needs of low- and moderate-income neighborhoods. Participation in PS-S programs offers banks an opportunity to demonstrate community involvement.

Governing Board Functions

Although local Governing Boards will differ in their composition and specific program operations, most PS-S Boards retain overall responsibility for planning and implementing the project. The Board's functions include:

- Conducting an assessment of local needs.
- Developing program goals, objectives and policies, and a plan of action to meet them.
- Identifying and securing commitments of public and private resources needed to fulfill the program's plans.
- Selecting program participants.
- Obtaining job commitments and carrying out efforts to place self-sufficiency participants in jobs.
- Monitoring the progress of participants.
- Evaluating the successes of participants and the success of the Governing Board in securing and coordinating the necessary public and private resources.

Keeping Governing Board Members Involved

It is important for someone, usually the Project Director or Governing Board chair, to develop members' continued interest and involvement. Meetings must be well organized and productive; tasks must be clearly articulated. Otherwise, members may stop coming, send subordinates, or drop out completely.

One way to secure continued interest is to establish working committees so members need to attend only meetings that specifically involve them; the Governing Board as a whole can then meet less frequently. Another strategy to keep members interested is to introduce them to participants, perhaps by inviting members to interview applicants or inviting them to occasional events involving participants, children, staff, and volunteers. Holidays, graduations, or any significant "firsts" are good reasons to hold special events.

Another useful strategy is for the Project Director to provide Board members with monthly progress reports that include updates on each participant. Such reports keep members notified of the effects of their advice and contributions.

Leadership–The Lead Agency

The PS-S program is normally associated with a lead agency that takes responsibility for providing office space, logistic support, and staff. This lead agency often, but not always, initiates the idea for the program. The lead agency can be an agency of local government, a public housing agency (PHA), a private business, or a private nonprofit group. Sometimes, a local government will retain responsibility for the program while contracting out the day-to-day management to a private agency like the YWCA, local university/college, or nonprofit group.

It is important to understand that each of these examples can work well, depending on the circumstances of the particular local community and the commitment and resources of the lead agency. Sometimes, a program located within the local government structure and with strong CEO support is in a powerful position to make the best use of local resources. Other times, particularly when assisted housing programs are part of the program, the local PHA can be a very effective lead agency. However, one principle remains constant: The leadership of the lead agency must be committed to supporting the program.

Staffing the Program

Each program needs a Project Director to assume responsibility for day-to-day operations. The Project Director in most programs reports to the Governing Board and administers all phases of the program. Duties range from managing the day-to-day program operations to community liaison, including coordination between the various public agencies, the Governing Board, private nonprofit service providers, and the participants themselves.

One of the essential duties of the Project Director is following up contacts with community agencies and businesses and developing opportunities and resources for the program and its participants.

Communities have used a number of ways to fund the Project Director's position: Community Development Block Grants Community Services Block Grants, donations from businesses, or foundation grants. Project Directors with stable funding are free to devote their energies to providing services and resources to participants without concern for staff finances.

Depending on the size of the program and the availability of local resources, part-time or full-time staff assistance may be necessary to handle secretarial, administrative, monitoring, and counseling functions. Additional staff can be loaned to the project from the local government, the PHA, or local business or volunteer organizations. For example, a counselor from a local social service agency can be assigned to the program. The Governing Board also can form subcommittees or working groups to supplement loaned staff.

The Local Needs Assessment

The Local Needs Assessment identifies the kinds of problems that prevent many low-income people from achieving self-sufficiency. These may include the nature of the employment environment; the availability of affordable housing, child care, and transportation; and the availability of educational opportunities and personal development and job skills training.

The Local Needs Assessment also identifies resources that address the problems of low-income people and the existing service gaps that must be filled before participants can receive needed services or activities. The assessment also may be used as a tool in the development of the initial eligibility criteria for selection of participants.

Contents of a Local Needs Assessment

Successful Local Needs Assessments identify both specific needs of the target population and the availability of resources within the community to meet these needs. In particular, the assessment should identify areas of potential employment in the community, and resources and activities needed to help participants obtain jobs in these areas. In addition to employment opportunities and job training the assessment should address housing, child care, education, personal development and employment counseling, transportation, and medical care. In determining local needs, attention should also be paid to the

needs of minority communities, and any difficulties that hinder members of these communities from participating in the program.

Using the Local Needs Assessment to Design the Program

The Local Needs Assessment makes three contributions: It can determine which services need to be provided, help design participant screening and selection criteria, and identify the program's limitations.

The Local Needs Assessment might determine, for example, that excellent employment opportunities exist in the health professions. Thus, the program may require applicants to have a high school diploma or be willing to obtain a GED so they can enter a local

Possible Duties of the Project Director

The following is a list of duties that could be included in the Project Director's overall scope of responsibility. These are suggestions and are intended to help the Governing Board identify the range of duties that may be involved in undertaking the self-sufficiency program.

Administration

- Write program goals and objectives as defined by the Governing Board.
- Handle day-to-day administration of the local self-sufficiency program.
- Submit progress reports as requested by the Governing Board.
- Design application, monitoring, evaluation, and other processes.
- Prepare budgets and accounting worksheets for donated resources.
- Screen and evaluate training programs.
- Screen and evaluate day care facilities.
- Handle correspondence with agencies and businesses.
- Write proposals for funding (if needed).
- Write press releases and materials.
- Conduct research as requested by the Governing Board.
- Arrange for minutes of Governing Board meetings to be prepared.

Community Liaison

- Promote media coverage of program.
- Promote awareness of the program through public speaking.
- Contact and obtain written commitments from service agencies that can provide such resources as food stamps, Medicaid, child care, job training funds, aptitude testing, transportation, housing, and counseling.
- Contact community organizations to recruit volunteers.
- Contact universities to obtain interns as applicable.

Business and Industry Liaison

- Inform business and industry leaders of self-sufficiency program goals and gain their support.
- Keep business leaders abreast of program progress.
- Introduce candidates for possible employment.
- Explain tax credit incentives for hiring participants.
- Check on employee progress after placement.
- Request referral letters.

community college or training institute offering health profession courses.

The assessment may also determine that only a limited number of infants can be placed in existing child care facilities within the next 24 months and that neither the Governing Board nor the community has the capacity to expand these resources within this time period. In such a case, the Governing Board could consider accepting only a fixed number of participants with infants, while at the same time working on increasing the availability of infant care.

Developing an Action Plan

Based on the Local Needs Assessment findings, the Board then prepares an Action Plan. The plan would accomplish the following:

- Set forth the activities required to meet participants' needs.

- Explain how public and private resources will be integrated.

- Delineate the persons or organizations responsible for implementing or providing the activities.

Preparing a Local Needs Assessment

The agency or group responsible for overall program implementation should prepare the needs assessment. If no Governing Board member or lead agency employee can prepare it, local universities or colleges may have a graduate student or intern who can. The following are suggestions for preparing the Local Needs Assessment:

■ Talk with potential program participants to uncover their perceptions of the obstacles to self-sufficiency. Ask representatives of the public housing agency and various social service agencies for their views on the same problems and what assistance programs are available to solve them.

■ Review the target population's needs for housing, job training/placement, and support services. Identify the size of housing units required and the availability of such units, minimum salary requirements necessary for financial self-sufficiency, educational levels of potential participants, average number and ages of children who will require child care, types of counseling required (personal, career, parenting, financial planning, etc.), transportation needs, and supplementary education needs.

■ Identify job training and placement opportunities existing in the area both through the Job Training Partnership Act (JTPA) and private sector groups. Compare job training availability with potential sources of employment and also with State or local job training programs, if any.

■ Determine which training programs are most likely to lead to long-term employment possibilities with career-ladder possibilities.

■ Secure written commitments from training groups to train PS-S participants. This commitment should specify the type and length of training and indicate where training will take place.

■ Contact the local planning office to determine if new businesses are planning to relocate in the area. If so, contact those firms to learn their staffing needs and to determine if they will be willing to participate.

■ Contact employment bureaus, Chambers of Commerce, and similar organizations in neighboring communities to determine their potential employment opportunities. If these neighboring groups are willing to help, elicit their participation on the Governing Board.

■ Identify, by agency or group, potential sources of support. Determine exactly what services each group is willing to provide; to how many participants, how often, at what time, and whether or not a fee will be charged. Secure written commitments from these groups stating the services they agree to offer.

- Establish a schedule.

- Explain how participants will obtain jobs with career-ladder potential and how they will receive followup assistance to assure their long-term employment success.

Contents of an Action Plan

Developing an Action Plan entails reviewing the information gathered in the Local Needs Assessment, identifying resources or services that are available to meet these needs, thinking creatively about ways to fill in the gaps, and putting it all together.

The most common elements of an Action Plan include:

- A description of the process for screening and selecting highly motivated participants, and any policy for terminating them from the program.

- A description of the services participants will receive, including jobs that are already committed. In addition to employment opportunities and job training, the plan should discuss housing, child care, education when necessary, personal and career counseling, and transportation.

Questions to Consider When Developing an Action Plan

1. What are the components of the program (i.e., what services will the program provide)?

2. How does each component relate to others? How will it be integrated with other components?

3. What are the resources needed to carry out the components?

4. How will these services or resources be supplied? Are there alternative sources?

5. Who will be responsible for monitoring the services or resources? Who will coordinate the tasks involved? Who will actually do the work?

6. When will the services or resources be provided? What sequence of events must take place?

- The specific steps for delivering services to participants, including the criteria, if any, for housing assistance.

- The service provider(s) responsible for delivering specific activities and services.

- The office responsible for day-to-day case management and coordination of services for participants.

- A timetable for all major activities.

- Plans for monitoring both overall program progress and individual participant progress.

Developing an Action Plan also involves taking a hard look at how the program will address such issues as hiring and paying staff, coordinating service programs that may never have been coordinated before, and grappling with problems such as conflicting eligibility requirements among programs or timing of funding cycles.

Filling Program Gaps

While coordinating existing resources is a principle thrust of the program, most programs always need more resources. It is important to note that the Action Plan should include steps to fill gaps in needed resources, regardless of their availability in the community. For example, monetary contributions can often solve such needs as participants' moving expenses, utility connection fees, clothing for job interviews, and special job-required tools and equipment. To meet these needs, the Governing Board is responsible for identifying and recruiting private business leaders, individuals, and organizations willing to raise money and to donate staff, equipment, use of buildings and property, training assistance, housing, employment opportunities, volunteer time, and any other services that may be needed. Chapter 2, Making the Business Connection, discusses ways to solicit business help in more detail.

Project Schedule

The project schedule divides each component of the Action Plan into tasks and establishes the time required to complete each task. Because most elements of a PS-S program are interrelated, components must be identified before they are needed to ensure their availability and to determine the order in

which actions must occur. For example, certain training opportunities and counseling services must be scheduled well in advance, so they will be available when needed. A timeline or schedule, noting all key actions, helps everyone see how each task relates to the project as a whole, and also what actions must occur before others can begin or be completed.

A cautionary note: Because most communities do not have the capacity to serve large numbers of participants simultaneously, most PS-S programs find it helpful to enroll participants in small groups as capacity permits.

Getting Written Commitments

In the process of preparing the Action Plan, a variety of service agencies will be contacted for commitments of support. Obtain commitments in writing to help guarantee that services are actually available when needed. For example, although the State Department of Social Services may provide child care subsidies for low-income clients, the system may be set up on a "first come–first served" basis, so that without a written commitment for a specific set-aside for self-sufficiency participants, it is possible that the money could run out.

Obtain written agreements for donated equipment so there will be no question about what was given and what was loaned. Also, clarify who is responsible for repairs and replacement should the equipment be damaged.

Other Start-Up Activities

Building Community Support

To build community support, the Governing Board and the Project Director will find it useful to speak before local service organizations about the PS-S program. The local media are valuable for publicity, and if kept informed about the project, may be willing to report success stories as they occur.

Make and maintain contacts with media, businesses, and service organizations. A followup phone call, letter, or meeting every few months keeping them informed about progress can help build support for the project and can be particularly useful with community leaders who are in a position to provide jobs for participants. Building such community support will continue throughout the life of the project.

Monitoring

After all major components of the program have been carefully planned, a procedure can be developed for monitoring the progress of both participants and the overall program. Careful monitoring includes periodically checking to ensure that services that were promised are actually delivered; pinpointing problems early allows the program to solve them or make modifications without putting the program behind schedule.

Keeping Records

Careful recordkeeping allows the Board to better perform its monitoring, management, and evaluation functions and makes applying for grants or other awards smoother. The recordkeeping system should be designed to make report preparation easy and should accommodate reporting requirements of funding sources and sponsors.

The following are a few of the records many programs maintain:

- **Application forms**. The application form assists in determining both program eligibility and the types of services the participant will require to be successful in the program. The application form also can seek information about the size and composition of the participant's household, prior education and training, prior or current employment, and amount and sources of household income. Applicants can specify on the form the support services they will need if selected and explain in their own words why they want to participate. The information in the application should be kept confidential; consult State laws regarding confidentiality requirements.

- **Participant tracking forms**. Once applicants are accepted into the program, the services they receive can be tracked to ensure that participants obtain the help they need to become self-sufficient. A participant tracking form that can be updated periodically can be very useful in obtaining this information. The Governing Board also might consider maintaining aggregate statistics on the participants and the sevices delivered. For example, during any given quarter, the Governing Board will want to know how many people are actively enrolled in the program and how many require each of the program's various support services. If kept current, an overall program tracking form will make it easy for the Governing Board to

obtain running totals on how participants are progressing, as well as how the program as a whole is proceeding.

- **Participant files**. A separate file should be kept on every participant. The file may contain the participant's application form, the Personal Needs Assessment, and the Individual Action Plan developed for each participant (described in Chapter 4), and any other records the Governing Board uses for evaluation or monitoring participant progress.

- **Other records**. Records should be maintained on private sector involvement, including estimates of the dollar value of donated resources, services, and cash and noncash assistance (such as staff loaned to the program). This information helps in subsequent fundraising efforts because programs with a proven "track record" more readily attract additional donations.

Resources

PS-S Clearinghouse
c/o HUD USER
P.O. Box 6091
Rockville, MD 20850
(800) 245–2691

Project Self-Sufficiency Demonstration Interim Report

Partners in Self-Sufficiency is a direct outgrowth of Project Self-Sufficency, a national demonstration program of the U.S. Department of Housing and Urban Development (HUD). HUD's Office of Policy Development and Research has published *Project Self-Sufficiency: An Interim Report on Progress and Performance*, covering the first 77 PS-S communities from the inception of the demonstration in late 1984 to the end of 1986. The report focuses on two primary issues: the nature, extent, and effects of community involvement in the demonstration; and the degree to which participating single parents have achieved independence. Since more time is needed before the complete impact of the demonstration on participants is known, the data and conclusions reported on this subject are abbreviated and tentative. A copy of the report is available from the PS-S Clearinghouse for a nominal handling charge.

Local Needs Assessments and Action Plans

Contact the PS-S Clearinghouse for samples of Local Needs Assessments and Action Plans from Salt Lake County, Utah; St. Lawrence County, New York; Clearwater, Florida; Dakota County, Minnesota; Lafayette, Louisiana; Livonia, Michigan; and the Territory of Guam.

Chapter 2

Making the Business Connection

Chapter 2: Making the Business Connection

PS-S differs from traditional social service programs by assuming that the public sector cannot do the job alone; both public and private sector resources are essential and the business community must be actively involved.

This chapter presents successful ideas and methods other PS-S programs have used to join public and private sector activities to get jobs and resources needed to help participants attain independence. It offers tips from business people on why and how businesses get involved in community projects, and it will help lay out a strategy for obtaining private sector support.

This approach involves thinking and acting like businesses that market products and services and using techniques such as identifying the market, developing a marketing plan, choosing sales strategies, and negotiating sales.

Understanding the Business Community

The first step to involving the business community in the program is to learn more about how business operates. Business leaders are increasingly called on to contribute time and resources to help solve community problems. Consequently, they are forced to choose which public-private initiatives they will participate in.

When asked to contribute either time or money to a project, they are not normally persuaded to do so by the nature of the venture alone. They want to invest their efforts and resources in initiatives that relate to their companies' goals. They want to know that their contributions can make a difference, that success or failure can be measured, and that projects will have a defined beginning and end.

As one executive said:

> Four questions have to be answered with an enthusiastic 'yes' to get enduring help of a corporate leader: (1) Is the effort a serious one . . . that is, is the problem to be addressed important and fundamental enough to merit the effort . . . and is the effort organized in a way to make a difference? (2) Is there a common interest with the corporation . . . what are the benefits? (3) Is the effort action-oriented . . . can results, as well as the inputs, be measured readily? (4) Can a business contribution make a difference?

A self-sufficiency Program Director should be able to answer "yes" to these questions by thinking them through carefully and knowing the answers before approaching the business community.

Ways the Business Community Can Contribute

Business people can contribute to self-sufficiency programs in ways that are limited only by the imagination, time, and energy of the people managing the projects. Contributions from business can include:

- **Jobs**. Good jobs with growth potential are the single most important contribution the private sector can make to a successful PS-S program. To date, businesses have hired self-sufficiency graduates in a variety of occupations with career potential–data processors, mortgage specialists, insurance claim processors, legal assistants, office managers, electrician apprentices, and engineering assistants. To obtain job commitments, communities have tried a number of techniques. Business leaders on the Camden County/Camden, New Jersey, self-sufficiency Governing Board cosponsored a job fair for employers and job seekers. The fair produced three immediate job offers and numerous leads to follow up. RCA, a member of the Governing Board, provided on-the-job training, and Campbell Soup, another member of the Governing Board, assisted with getting on-the-job training positions with other businesses.

- **Cash**. Businesses can contribute cash. Dozens of companies have contributed funds directly to self-sufficiency programs to pay for day care, project staff, case managers, and emergency needs of single parents such as security deposits, moving expenses, special work clothes and equipment, school registration fees, books, transportation, bus passes, gasoline, car repairs, and medical care. In Camden County, Campbell Soup gave $3,000 for the purchase of an office computer. Businesses also have created short-term, no-interest emergency loan funds.

- **Equipment and products**. Businesses are frequently in a position either to loan or donate equipment or products. For example, in Huntington Beach, California, businesses donated new clothes, furniture, food, and holiday gifts for program participants.

- **Buildings and facilities**. Private organizations can make their facilities available for training, group

meetings, and social events. Citicorp provides space for self-sufficiency support group meetings in McHenry County, Illinois.

• **Services**. Businesses often have ongoing services they can make available. These may include medical clinics, day care centers, consumer counseling, graphics, and printing. A bank serving the Texas Panhandle communities provides free checking accounts for PS-S participants, and a physician in Grand Forks, North Dakota, donated free care for a PS-S participant with medical problems.

• **Training**. Many businesses have training facilities or can help provide important on-the-job training. In Linn County, Iowa, for example, Rockwell Avionics contributed training facilities and conducted on-the-job training for a number of PS-S program participants. Business people can also help with resume preparation, mock interviews, job search activities, and "world of work" seminars to give participants a realistic view of what will be expected of them. Such activities acquaint business people with the program and forge relationships with businesses that may subsequently hire program participants. For example, personnel managers in the Salt Lake City, Utah, area volunteered to conduct mock interviews and give immediate feedback to local PS-S program participants.

• **Foundation grants**. National and local foundations are often willing to provide seed money or ongoing support for local efforts to solve major national problems including the need for jobs and training. In Hartford, Connecticut, the PS-S program's proposal to a local charitable trust, the Charles Nelson Robinson Fund, received $1,600 to establish a revolving security deposit guarantee and loan fund. Some foundations, such as the California Community Foundation, are formed specifically to be the charitable arm of contributing businesses. The critical first $10,000 grant received by the Los Angeles County PS-S project in its very successful fundraising campaign was from the California Community Foundation.

• **Expertise**. In addition to providing representatives for the Governing Board, companies can loan executives to help manage the program and instructors to provide job training. Technical experts can be particularly helpful in assessing the job market for the Local Needs Assessment and Action Plan. Technical expertise can also recommend a public relations and marketing plan and general and financial management plans. For example, banks have provided personnel to conduct seminars on financial planning for program participants. The Clearwater, Florida, PS-S program found another way of reaping benefits from the private sector. A voluntary group of former business executives called Retired Executives Advisory Panel (REAP) helped set up administrative procedures and supplied various kinds of expertise. The Clearwater Governing Board's vice chairman is a member of REAP, and REAP members use their community contacts to help raise funds for the program.

• **Housing**. Most PS-S programs provide housing assistance, but in some areas appropriate housing may be difficult to find. Landlords are business people, and when they are approached as such they can contribute a great deal. In St. Mary's County, Maryland, local property managers made a commitment to give PS-S applicants first priority for apartments. In Hampton, Virginia, the apartment owners' association set aside units for PS-S participants. In Lexington-Fayette County, Kentucky, local builders helped rehabilitate housing facilities for participants and constructed a playground for the children. In McHenry County, Illinois, landlords were more willing to rent to program participants than to other low-income families not enrolled in similar programs.

• **Work policies**. Businesses willing to hire participants may adjust their policies and procedures; they may allow flex-time work schedules for participants, develop onsite work experience programs, or allow participants in training to "shadow" experienced workers to get a "feel" for the job and the world of work.

• **Credibility**. Once business is actively involved in the project, general credibility will increase. Successfully involving the private sector can enhance the ability to get additional commitments and support from both the public and private sectors.

Ways the Business Community Benefits

Keeping in mind the four questions posed at the beginning of this chapter, it is important to remember that in virtually every case, businesses will want something in return for their contributions. Businesses are usually interested in supporting projects that provide a service related to their goals or that can be an investment. Some things PS-S can offer are:

• **Good business**. Make it clear that you can provide well-trained, highly motivated employees who will work hard to do well. Show your commitment and reassure employers by explaining your followup efforts–how participants will receive personal counseling and followup services to help them make the transition from dependency to self-sufficiency. This can help the company save money by improving productivity while reducing absenteeism, tardiness, and turnover rates.

You can tailor job training efforts to an employer's needs. Through cooperative job training programs, businesses may find better prepared employees entering their work force. Employers can thus realize cost and time savings in recruiting, screening, selecting, and training. The Targeted Jobs Tax Credit (TJTC) is a Federal tax credit available to employers who hire persons from certain target groups. (Chapter 6, Job Development and Placement Strategies, contains a fuller description of the TJTC.)

Self-sufficiency programs can mean good business to landlords, too. They appreciate tenants who are motivated to succeed. For example, landlords of PS-S participants in Wenatchee, Washington, and Salt Lake County, Utah, have commented that PS-S participants make better tenants because they are more responsible.

- **Good will**. A company's reputation, a very real part of its value, is something in which businesses are normally willing to invest. You can help companies generate good will by publicly recognizing and rewarding them for contributing to the PS-S program and thus helping low-income individuals and their children join the economic mainstream. Los Angeles County, California, recognized the contributors to its Scholarship Fund with a well-publicized ceremony in which the County Commissioners presented plaques of appreciation. The mayor of Salt Lake City, Utah, gave letters of commendation to Governing Board members who helped select the city's self-sufficiency participants.

- **A better community**. A strong, stable, and viable community is good for business. Every time an unemployed person becomes trained, takes a job, gets off public assistance, and starts paying taxes, the community benefits. Like good will, bettering the community is something businesses will usually see as a good investment. What PS-S offers is the opportunity to participate in a coordinated, well-organized, and innovative public-private partnership that will improve the local economy without raising taxes or expanding the bureaucracy.

Making the Business Connection

Ways Business Can Help with Planning

In the planning stage, business people on the Governing Board can be particularly helpful in developing the Local Needs Assessment and Action Plan, recommending how resource gaps are to be filled, and obtaining job commitments.

- **Needs assessment and action plan**. Business people can analyze the state of the local economy, who is hiring, and what kinds of jobs are in demand.

- **Job commitments**. Seeking and making job commitments from other members of the business community is the most important role of business leaders on the Governing Board. Up-front commitments to interview or hire participants after they are trained are helpful because participants are virtually assured of employment if they complete their training.

It is important for Governing Board members and staff to establish working relationships with prospective employers at the beginning of the program and to maintain these relationships so that employers will be familiar with the program and its successes when it comes time to hire. Unfortunately, some programs have lost early job commitments because they failed to follow through and keep in touch with the prospective employers.

- **Filling program gaps**. Most programs need additional funds or services for day care and special or emergency needs; they need additional case managers, administrators, or help with transportation. Business people are in a good position to help fill these gaps. They may know or have influence with other business leaders who can loan staff or donate funds, goods, and services. They can also be particularly helpful in setting up fundraising campaigns.

Developing an Approach

After the goals and guidelines for your PS-S program are established, staff is hired, participant selection is underway, and training begins, efforts at job and resource development become more intense. Reaffirm your list of needed resources and when you will need them and begin developing your marketing strategy.

There is no all-purpose formula for establishing the business connection or for cultivating public-private partnerships. Most of the following ideas have already been used successfully in self-sufficiency programs:

- **Decide how large and what kind of an effort to make**. Think about how large an outreach effort your program can handle. Be sure you have the staff to follow up on contacts, arrange meetings, write letters, and so forth. If you have a small staff, it might be better to start with just a few companies or to work first with those with which you or the Governing Board have contacts. You may risk the credibility of the entire project if you launch a large fundraising drive, arrange for your CEO to host a large meeting, or do a

mass mailing, and then find yourself unable to follow up on the initial contacts.

• **Put someone in charge**. Think about appointing a staff member, a Board member, or a committee from the Board to coordinate marketing efforts. In most communities, this is a time-consuming effort and the Project Director, who has responsibility for managing all day-to-day activities, may not be able to manage it alone.

• **Identify companies**. Just as your research revealed which businesses to invite to serve on the Governing Board, the same research techniques can be used to target businesses that can provide needed resources. Identify major employers and companies with the greatest stake in the future of your community–banks, realtors, utility companies, businesses with large fixed investments, department stores, insurance companies, and corporations whose executives and employees live, work, and do business in your community. Your community may have one or two prominent firms whose contributions would signal to other companies that the program deserves their support. Especially helpful are companies and business leaders who have previously participated in public-private partnerships or served on State or local task forces that addressed community employment and human development issues.

One way to identify helpful companies is to attend professional and civic association meetings such as the Kiwanis Club, Rotary Club, Jaycees, Junior League, or organizations composed of retired executives, business, and professional people. Civic organizations often take on big community projects and may volunteer directly to support a local PS-S program. The Rotary Club in Huntington Beach, California, "adopted" several self-sufficiency program participants and makes regular financial contributions to the program. The local PIC, Chamber of Commerce, employment offices, trade journals, and newspapers are also valuable sources of information and leads.

• **Learn about the companies**. Learn as much as you can about the companies you have targeted. Find out what they do and what they do best. For example, can the company provide jobs, equipment, or other resources? Does the company have a foundation that makes grants in response to requests for proposals? Does it focus on certain kinds of projects or subject areas? Does it respond to unsolicited proposals? Does it have a limit on the size of its grants? What is its funding cycle? Has the company loaned, or is it likely to loan, employees to nonprofit organizations? Good sources of background information are annual reports, press articles, journals, and foundation directories. Try to take tours of companies to familiarize yourself with their missions, organizations, and people. Watch for help wanted signs, scan the want ads, and monitor area business developments that might stimulate job creation in local businesses.

• **Identify contact persons**. With some exceptions the president or chief executive officer is in the best position to make commitments, especially of jobs, and in most cases, is best able to understand how participation in PS-S will benefit the company. Some large companies have a public affairs or community affairs executive who screens requests for contributions. This person should be contacted, but the chief executive officer can also be contacted shortly afterward. Many lower level executives have limited authority to make contributions and may be accustomed to approving only small cash donations or donations of the company's products. If you need job commitments, facilities, volunteers, or other more unusual contributions, the chief executive officer or president will likely be the only person able to make the commitment.

Governing Board members who are business leaders can probably recommend other top business people. Board members who are high-level government and nonprofit officials may also have many contacts with business leaders. Board members may be familiar enough with local companies and their leaders to know which of them will or will not be interested in contributing to a self-sufficiency program. Such inside knowledge can save a lot of time and effort, so be sure to fully involve the Governing Board in discussions concerning your contacts.

When you have identified a contact, try to learn as much as you can about that person, such as what community activities he or she is involved in. This will help determine the best method of making the contact and allow you to tailor your presentation to appeal to individual interests.

• **Decide who makes the first contact and how**. It is also important to decide who will make the initial contacts with the companies and how this will be done. Whenever possible, the Governing Board should participate in these decisions and assume responsibility for making the contacts. This means establishing a procedure for getting it done, deciding who will do it, and assigning or accepting responsibility for following through.

Choose what form the initial contacts will take–a letter, call, meeting, breakfast meeting, or special event, and

whether your local government CEO will send letters to business leaders. If you decide to use personal contacts with business people, decide who is the best person(s) to make the contacts. You have a variety of effective options to consider including elected officials, Governing Board members, and staff. Decide who is most likely to be successful with each company and then ask that person to make a commitment to make the contact. Do you need your local CEO involved to reach certain companies? Is someone on the Governing Board or staff related to or employed by someone you need to contact? Should staff make initial contacts or just follow up those made by the CEO or Board members?

To help facilitate negotiations with a business, it may be appropriate in some cases to use a "broker" or neutral "third party" who may not be on the Governing Board but who supports your program and can make effective contacts with business people–perhaps the dean of a local university or the president of a community foundation.

The following are examples of successful strategies:

In Los Angeles, California, the PS-S Governing Board and staff developed an aggressive fundraising campaign. The Board used its contacts to reach particular funding sources; the staff researched companies, wrote letters, and followed up. Together they raised nearly $40,000 from businesses and individuals for their Scholarship Fund, as well as $80,000 from United Way to cover child care costs.

In Huntington Beach, California, the Project Director initiated a series of contacts with businesses and received a variety of donations including money, food, clothing, furniture, and space. To reach businesses that did not respond to her initial inquiries, she asked the city manager to write letters on the project's behalf and to set up a series of speaking engagements with local service clubs to publicize the program and ask for help from businesses.

In Spokane, Washington, participants accompanied a Governing Board member to speak with local civic organizations. After the Board member described the project, the participants spoke about their lives and how the program was helping them become self-sufficient. The participants were very well received. They not only helped to spread the word, they polished their own public speaking skills, enhanced their self-confidence, and received job offers from business people who were impressed with their presentations.

In Phoenix, Arizona, the mayor hosted two breakfast meetings for business leaders to solicit support for the program. At the first meeting, a local utility company offered to give participants priority for interviews for its well-paying customer service jobs, and to waive utility deposits for all participants completing the initial training program. A second utility company contributed $500. The Phoenix program has raised over $10,000 from the private sector for emergency and special needs.

- **Promote your product**. Most successfully marketed products have promotional campaigns. To publicize PS-S programs, many Governing Boards have developed promotional materials including a project brochure and press kit. These materials help establish credibility, create a professional image, and serve as a concrete reminder of the program's goals, plans to achieve them, and expected results.

A good brochure mentions how businesses and the community will benefit from a PS-S program and how organizations or businesses can participate. It can include statements of support by well-known employers, contributors, or Board members. It is impressive to estimate future community savings. For example, the Phoenix brochure notes that "For each family that reaches economic independence, the savings to the taxpayer is at least $6,000 per year."

Press kits can contain the project brochure, articles, and support letters from a variety of sources. If your project is far enough along, include profiles or success stories of individuals or families who are doing well in their jobs; also include employers' views of participants' employment successes.

Encourage and make maximum use of publicity about your project. Arrange interviews with project staff, Governing Board members, and participants. Neatly clip and reproduce newspaper articles. Most TV stations will send video copies of news clips, often at no cost, which can be shown at presentations before civic organizations.

Be brief and to the point in everything you write and say about the program, and be sure to emphasize PS-S's uniqueness. Explain that PS-S is helping participants help themselves get off welfare by providing a comprehensive program of services. Point out that the program helps whole families and thus makes a better future for the children of the community. Note that participants are screened to ensure that they are highly motivated and do not want to be on welfare. Make clear that this program works because of its coordinated approach to service delivery and because it is a public-private partnership leveraging necessary resources that would not otherwise be available. These aspects of your program are particularly appealing to business people.

Getting Commitments of Support

After you have planned the approach, you will be ready to "make the sale"–to actually contact businesses to solicit their support. This is when preparation will make a difference.

• **Negotiation**. Nothing replaces face-to-face meetings. Remember that these meetings are like interviews–how you present yourself and deliver your message can be as important as what you say. In all your contacts with business people, be sure to act in a businesslike manner. Keep your message clear, focused, and brief. Stress implementation, action, quality, marketing, and results. Use business terms where appropriate and avoid acronyms. Be absolutely clear about what you want, when you will need it, and why. Make sure that you have carefully developed your presentation and gathered all the pertinent facts and data needed to make a persuasive case. Practice role-play ahead of time to refine your opening remarks and discussion points.

• **Followup**. Project staff must follow up each contact. When letters are sent out they will almost certainly require followup phone calls, meetings, or both; when the government CEO hosts a breakfast meeting with business leaders, staff should follow up to secure commitments that were offered, or perhaps only hinted at, during the meeting. In Los Angeles County, telephone followup to initial letters produced several key contributions to the fundraising campaign.

Once a business has made a commitment, be sure to acknowledge that contribution, offer appropriate thanks, and if possible, public recognition. Consider the use of awards ceremonies with local officials, certificates or letters of appreciation from the mayor or county executive, well-planned and focused media events, newspaper articles, busboards, billboards, and brochures that acknowledge contributors.

Be sure to abide by a company's reporting requirements for gifts. Even if there are no requirements, it is important to monitor, evaluate, and provide the company executives with information throughout the course of the project. This enables them to see the program's progress and accomplishments, understand that their contribution is being used effectively and is important to the success of the project. Publicize results as they are achieved.

Periodically ask employers and other contributors their views of the program and solicit their suggestions for improvement. Invite business leaders to meet some participants and get a first-hand look at the rewards of the program.

These followup activities are especially important if you intend to make additional requests from the same companies, or if you will be approaching other organizations that may ask previous contributors for their recommendations.

Negotiating Tips

Business leaders have offered several suggestions for successful negotiations with companies:

1. Focus on issues of mutual interest, i.e., areas where both the self-sufficiency program and the company can benefit.

2. Accompany the request with high-level support from your lead agency or local government. Experience has shown that the active participation of the local government CEO is a key to success in obtaining private sector support.

3. Focus on specific, "do-able" activities. Do not ask for open-ended support. Present a well-defined activity that can make the best use of the organization's skills and resources and is of a size or amount consistent with its resources. Present an action plan and time schedule for accomplishing the specific objectives.

4. Be flexible. Have an alternative position ready. If a business cannot provide jobs or money, ask for a service or material donation instead. When a company cannot give what you need, ask if they know anyone who can, and if they will help to establish contact. One project manager says she never goes anywhere without a list of things she needs, and if someone cannot provide what she asks for, she simply asks for something else. Be prepared to be surprised.

5. Be positive. You are asking for support for a very good project. You know you need the help and you know you will make effective use of it. If you believe this, you can communicate it.

Summary

In conclusion, the following are some of the key ingredients for an effective program:

• Start out on the right foot by understanding business interests and motivation. Develop a marketing plan for your self-sufficiency program.

- Know what the business community can best contribute to your program and what your program can contribute to businesses.

- Identify areas of mutual interest and devise ways you can appeal to business self-interest for support of your program.

- Involve chief executive officers from both local government and businesses and keep them involved and interested.

Take action to have key business people appointed to the Governing Board.

- Once key people are on the Governing Board, hold them accountable to their original commitments, and keep them interested not only by using their expertise, but by letting them see the results of a well-organized and effective program.

- Cultivate the business connection carefully and systematically. Along with the Project Director, the Governing Board will be the program's greatest resource and should be actively involved in making the business connection.

- Follow up on every lead and acknowledge every contribution.

- Report results and show contributors that their support has made a difference.

Resources

PS-S Clearinghouse
c o HUD USER
P.O. Box 6091
Rockville, MD 20850
(800) 245–2691

Foundations

A major resource for information on foundations and corporate philanthropy is the Foundation Center, 79 Fifth Avenue, New York, NY 10003. (212) 620–4230.

The Foundation Center is an independent national service organization that acts as an authoritative source of information on private philanthropic giving. The Center publishes *The Foundation Directory*, which describes the purposes and funding activities of more than 4,000 foundations representing some 93 percent of this country's total foundation assets and that make about 85 percent of the annual foundation awards. The 11th edition of the *Foundation Directory* costs $85.00 and is available at most public libraries.

The Foundation Center also publishes *Foundation Fundamentals*, which describes how to access foundation resources, identify appropriate ones, and also how to apply for grants. Appendixes in *Foundation Fundamentals* contain additional information on foundations organized by State and by subject, as well as information on corporate funding and additional services and publications of the Foundation Center. *Foundation Fundamentals* costs $9.95; both the *Directory* and *Foundation Fundamentals* can be purchased from the Foundation Center.

The Center also disseminates information on private giving through public service programs, publications, and a national network of library reference collections. The library collection is maintained in 170 regional libraries and nonprofit organizations around the country. Contact the PS-S Clearinghouse for a list of these libraries.

National Alliance of Business (NAB)

NAB is an independent, business-led, nonprofit organization focused on increasing private sector training and job opportunities for the economically disadvantaged and long-term unemployed. NAB promotes public-private partnerships among business, government, labor, education, and community-based organizations. NAB's representatives made presentations on "Making the Business Connection" at four PS-S workshops in 1986, and many of the ideas from those sessions are included in this chapter.

For additional information, contact the NAB Clearinghouse, National Alliance of Business, 1010 15th Street NW., Washington, DC 20005. (202) 289–2910.

Private Sector-Local Government Participation

Contact the PS-S Clearinghouse for a collection of information about how PS-S programs have coordinated public-private involvement. Included in the collection is:

- A synopsis of a speech about soliciting foundation funds by the President of the California Community Foundation, Jack Shakely.

- One-page descriptions from Fort Worth, Texas; Clearwater, Florida; Camden/Camden County, New Jersey; Huntington Beach, California; Spokane, Washington; Lexington-Fayette County, Kentucky; Linn County, Iowa; Los Angeles County, California; Raleigh, North Carolina; St. Paul, Minnesota; and Summit County, Ohio.

- Very brief, one-paragraph descriptions from many other PS-S communities.

For an example of how one PS-S program, Los Angeles County, coordinated the private and public sectors, see *Official Special Merit Award Projects–Monographs* prepared by the U.S. Department of Housing and Urban Development for the International Year of Shelter for the Homeless. Contact the PS-S Clearinghouse for a free copy.

The International City Management Association's Management Information Service Report, vol. 14, no. 7, published in July 1982, is titled *Developing Public-Private Approaches to Community Problem-Solving*. The report examines the process and promise of building partnerships between government and the private sector. Contact the PS-S Clearinghouse for a free copy.

Chapter 3

Selecting Participants

Chapter 3: Selecting Participants

The selection process is one of the most crucial components of a Partners in Self-Sufficiency program. Individuals who are motivated to become employed are less likely to drop out of the program. Motivated people share a desire to improve their situations and a willingness to work in spite of the barriers they face. Their efforts to improve will ensure the effective use of scarce support services and will have a positive impact on the program's outcome.

The selection process must be approached with great care to ensure that no one is denied an opportunity to participate on unreasonable grounds or because of race, color, national origin, religion, sex, or handicap.

Preliminary Actions

Complete all program design features before starting the selection process including the Local Needs Assessment and the Action Plan explained in Chapter 1. Your program will then have a framework for any special selection criteria, and you will have answers to questions applicants ask, particularly about the relationship between the self-sufficiency program and other Federal, State, and local benefits the applicant may be receiving. For example, you should be able to explain **what** welfare benefits will be reduced or lost by a participant who enters training or employment; **when** or under what circumstances benefit reduction or loss will occur; and **how** the self-sufficiency program will help the participant adjust to these changes.

Setting Initial Eligibility Requirements

The eligibility requirements enable you to select qualified candidates from among numerous applicants. Requirements should be reasonable and uniformly applied to all applicants; standards that are highly subjective and not easily measured, such as personal appearance, should be avoided, particularly since individual counseling will be part of each participant's package of services.

Targeting Your Program

Your Local Needs Assessment will identify the group(s) to target, and the Governing Board should participate in the decision. Current programs have all had far more applicants than they could serve at one time. Consequently, all programs have had to target the types of families they can accept. These groups have included:

- Young adults;
- Two-parent families;
- Single parents;
- Battered women;
- Displaced homemakers;
- Dislocated workers;
- Tenants in public housing;
- Families on the Section 8 Existing Housing waiting list. (See Chapter 8, The Housing Component, for a description of the Section 8 Existing Housing Program.)

Refining the Target Population

After the target population is determined, you may need to concentrate your outreach on a particular subgroup. The subgroup requirements may be more or less rigorous depending on such local circumstances as the size of the target population, the amount of interest in the program, the number of persons the staff can manage adequately, local employment opportunities, and the availability of child care, education programs, transportation, counseling, training programs and other support services.

Additional subgroup requirements in other programs have included:

- Income;
- Family size;
- Age or number of children;
- Education level attained;
- Length of time on welfare;
- Employment history.

In addition, if job commitments have already been made, you can relate applicants' skills and interests to actual jobs. For example, if a local industry has

agreed to hire 10 toolmakers, your eligibility requirements can target applicants with both an aptitude and interest in toolmaking.

"Hard-to-Serve" Populations

Although each PS-S program sets eligibility requirements to meet local needs, programs are strongly encouraged to target at least a portion of the available places to persons who are, or could be classified as, "hard-to-serve"–persons who for one reason or another have special problems that make it particularly difficult for them to become self-sufficient on their own. The characteristics of this population may include:

- Long-term recipient of Aid to Families with Dependent Children;
- Long-term resident of public housing or other assisted housing;
- Lack of previous job experience or limited job experience;
- Lack of education;
- Large number of children;
- Low self-esteem;
- Language barrier (e.g., not fluent in either spoken or written English); and
- Physical or mental handicap.

You will have some difficulty reaching the hard-to-serve if you restrict large families and persons with limited reading and math skills. Many self-sufficiency communities target a portion of their program specifically to the hard-to-serve so that they have a mixture of clients in the program.

Using Motivation as a Selection Requirement

After setting the initial eligibility requirements, develop a method to identify applicants who are motivated to become economically self-sufficient. PS-S programs have used various methods, individually or in combination, for assessing whether an applicant is motivated. They may include:

- Interviews;
- Motivational testing;
- Review of the applicant's past, voluntary attempts to become self-supporting; and
- Preenrollment self-selection (that is, procedures that give the applicant the responsibility to "follow through" with established application and selection procedures).

The Participant Selection Process

Generating Applications

Applicants may be generated from a range of sources–from a formal advertising campaign to word-of-mouth and written referrals from local social service agencies.

Devote special attention to recruiting individuals who are at high risk of long-term dependency and who have gone unserved by typical employment and training programs (for example, young, never-married mothers who are high school dropouts and receive welfare).

Outreach/recruitment approaches to consider include media activities (such as announcements on local radio stations) and neighborhood activities (such as door-to-door visits, handouts, posters or brochures).

Most PS-S programs generate applicants exclusively from the public housing agency's (PHA) Section 8 Existing Housing waiting list. Some programs, however, receive referrals from social services agencies, from AFDC and JTPA rolls and Work Incentive Program (WIN) registrants, by public advertisement in newspapers, and by radio and television announcements. If Section 8 housing assistance will be part of your program, participants will need to come from or be placed on the Section 8 Existing Housing waiting list before they receive Section 8 housing assistance. (See Chapter 8, The Housing Component, for more details.)

Interviews

Experienced interviewers can help to select potential participants if interviews are used in the screening process. Experienced interviewers can minimize the possibility that inappropriate or arbitrary selection criteria are used and that reasonable, client-centered interviewing techniques are employed. The Hartford, Connecticut, program uses volunteer services of professional interviewers. The Salt Lake City, Utah, and Lexington-Fayette County, Kentucky, programs use their private sector Governing Board members.

To ensure well-rounded interviews, questions should be developed before beginning the interviewing process, the same questions should be asked of all applicants, and members of the interviewing team should come from a variety of disciplines–private business, the education field, psychology or social work professions, and the low-income population to be served.

Sample Step-by-Step Selection Process

The following example of a selection process uses a local PHA as the lead agency and is provided for illustrative purposes only. It is not intended to represent the only appropriate process. For simplicity, the process uses the Section 8 Existing Housing waiting list as the source of applicants and is presented in steps that can be modified to suit local circumstances.

■ Step 1: Notify Eligible Families on the Section 8 Waiting List

A notice about the program is sent to all families on the Section 8 waiting list who, through prescreening, appear to meet all initial eligibility requirements. The notification tells the family that they appear to meet the initial eligibility requirements for participation and requests that if they are interested, they should respond within a fixed period of time by completing and mailing in a preliminary application or by appearing in person.

Experience indicates that these preliminary notices and application forms should be as uncomplicated as possible. In addition, someone may be needed to assist the applicants in completing the preliminary application.

If your program cannot prescreen the Section 8 waiting list for potential applicants, the notification can be sent to all families on the waiting list. If your community has a large Section 8 waiting list, consider selecting a subset of the waiting list, but be sure everyone within the subset is given an opportunity to apply. For example, if the PHA has a waiting list of 1,500 single parents with very low incomes, and the PS-S program has 100 Section 8 certificates and housing vouchers, then it is reasonable that a sufficient number of highly motivated persons can be selected from among the first 200 persons on the waiting list. The first 200 persons will be invited to apply and the next 100 persons would be invited to apply only if the slots are not filled from the first 200.

■ Step 2: Orientation Session(s)

Only persons responding within the specified time period are invited to attend an orientation session or sessions. Orientation topics can include:

- The objectives and operating plans for the self-sufficiency program including the project timetable.
- The initial eligibility requirements for participation.
- Other requirements for participation (such as the hard-to-serve and motivation criteria).
- The selection process including the number of points given to each criterion.
- The resources available to participants.
- The commitment expected of the participant (written commitments are preferred).
- The number of Section 8 Existing Housing certificates or housing vouchers to be available.
- Other necessary program information.

■ Step 3: Issuing Applications

During the orientation, applications are distributed and staff can offer to assist those who need help completing the application by the specified date.

■ Step 4: Accepting Applications

Only those who return completed applications on time are considered further.

■ Step 5: Evaluating Applications

Completed applications from those who meet the initial eligibility requirements are considered on the basis of the preannounced selection criteria and the value assigned to each criterion. Applicants who do not meet the initial eligibility requirements are not considered further.

It is wise to maintain a file of applicants for at least 3 years. At a minimum, the file should contain a copy of the application and a checklist of the criteria the applicant did not meet. These documents will be useful in

debriefing unsuccessful candidates, in assessing the types of families that applied, and in improving your program application form.

■ Step 6: Scheduling Interviews

Interviews are scheduled with applicants who meet a predetermined threshold of acceptability. This threshold is set at a level that permits a large enough pool of applicants for you to select the most highly motivated. Those who fail to attend scheduled interviews would be eliminated from consideration.

In most programs, the Project Director coordinates with the interviewing team and schedules interviews. Indicate the potential length of the interview so arrangements can be made for child care. Some programs set ground rules for keeping the appointment because experience has shown that if an applicant fails to appear for an interview without a valid reason (such as last-minute illness or car problems), that candidate is not likely to complete the program.

■ Step 7: Final Selection

After interviews, the screening team selects the preliminary finalists by combining application scores with interview scores and setting a threshold score above which all applicants are considered approvable. The team then chooses those finalists who have been on the Section 8 Existing Housing Program waiting list the longest.

■ Alternate Step 7: Final Selection

(This step illustrates another option for selecting participants.) After the interviews, applicants are given an overall score and ranking based on the combined interview and application scores. Persons with the highest ranking are then selected according to their ranking. If only one program slot remains to be filled and two or more persons are ranked equally, the person who has the highest position on the Section 8 waiting list would be selected.

All applicants, whether selected or not, should be notified in writing immediately. In addition, consider debriefing applicants who are not selected and maintaining a waiting list of applicants who can become part of the self-sufficiency program as others complete the program or are terminated.

Terminating Participants From the Self-Sufficiency Program

After participants have been selected, you will have an opportunity to observe how actively they are pursuing their self-sufficiency goals, and whether they are completing the activities set out in their mutually agreed on Individual Action Plans. (Refer to Chapter 4, The Counseling Component, for an explanation of these plans.)

Self-Sufficiency Termination. If applicants fail to participate actively in the stated activities in their Individual Action Plans, you can reconsider their motivation and terminate their participation in the program. This should be done, however, only in cases where a policy for termination of participation has been preestablished in the PS-S Action Plan and in the PHA's approved Administrative Plan if Section 8 housing assistance is provided in your program. Such a policy should include reasonable and specific criteria for assessing the progress and participation of persons in the program.

Effect of Self-Sufficiency Termination on Section 8 Housing Assistance. If participants are on the Section 8 waiting list, terminating them from the self-sufficiency program will not affect their eligibility for regular Section 8 housing assistance and their place on the Section 8 waiting list.

Once a certificate or housing voucher has been issued to a self-sufficiency participant, it cannot be withdrawn (except for violation of the Section 8 Existing Housing regulations, 24 CFR 882.210). For this reason, and to minimize the loss of scarce resources to unmotivated persons, many PS-S programs require their participants to achieve certain goals in their mutually agreed on Individual Action Plan (such as obtaining a GED or completing training) before they receive certificates or housing vouchers. Exceptions are made in this policy for participants who need housing assistance on an emergency basis.

Filling Vacant Slots After Terminations. To select an individual to fill a vacated self-sufficiency program slot, follow your program's preestablished selection procedures. This can include using the PS-S waiting list if one was previously established.

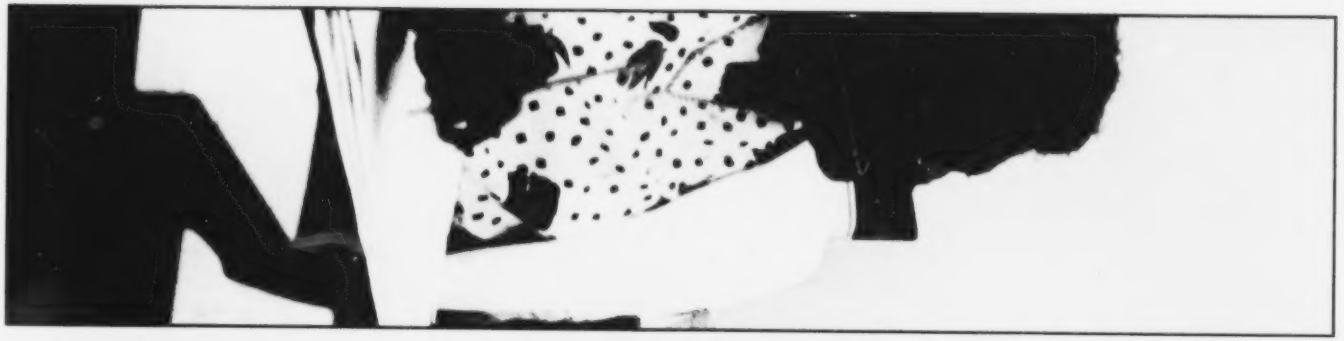
Resources

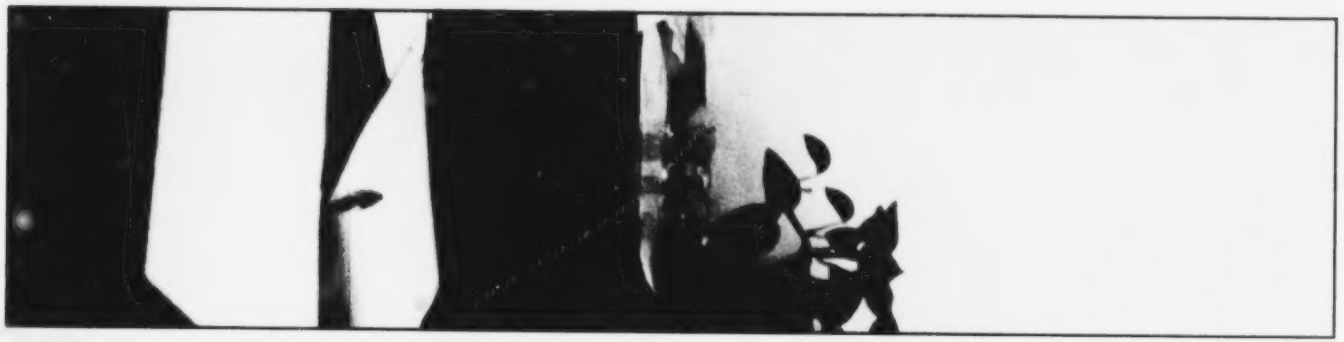
PS-S Clearinghouse
c/o HUD USER
P.O. Box 6091
Rockville, MD 20850
(800) 245–2691

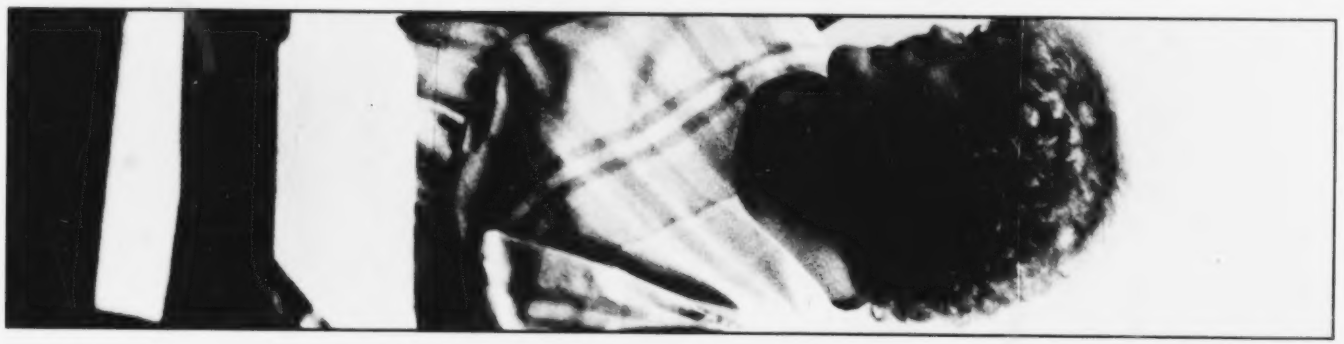
Selection and Termination

Examples of successful recruiting strategies can be found in *Strategies for Success: Recruiting and Motivating JTPA Participants.* Obtain copies from the NAB Clearinghouse, National Alliance of Business, 1015 15th Street NW., Washington, DC 20005. (202) 289–2910.

Examples of PS-S selection and termination procedures and forms are available from the PS-S Clearinghouse. The samples are from the following programs: Brookhaven, New York; Rockford, Illinois; Middletown, New York; Ann Arbor, Michigan; Summit County, Ohio; Fort Worth, Texas; Salt Lake County, Utah; and Livonia, Michigan.







Chapter 4

The Counseling Component

Chapter 4: The Counseling Component

Experience has shown that many PS-S participants need extensive counseling to organize their lives and stay motivated to become self-sufficient. Comprehensive counseling services will take many forms: Help with understanding individual needs, establishing individual goals, developing an emotional support system, and learning basic self-sufficiency skills. Motivational counseling is especially valuable because many participants will have experienced dependence and failure, and efforts to focus on building and sustaining self-esteem will be an essential part of a self-sufficiency program.

Personal Needs Assessments and Individual Action Plans

Just as the Local Needs Assessment and Action Plan described in Chapter 1 establish the general framework for your PS-S program, each participant's Personal Needs Assessment and Individual Action Plan becomes an individual road map to self-sufficiency.

The person responsible for day-to-day contact with participants will be the best person to help develop their Needs Assessments and Action Plans. This person, who may be the Project Director in smaller programs or the Case Manager in larger programs, should have experience in personal and career counseling or have a genuine interest in helping low-income or disadvantaged people.

Personal Needs Assessment

The Personal Needs Assessment will evaluate employment potential, housing needs, educational background, job training, child care, transportation, and any other special needs, such as health and grooming deficiencies that could inhibit the participant from achieving self-sufficiency. The assessment will focus on the particular individual's unique talents, interests, short- and long-range goals, skills and needed support services, and any special problems, such as lack of basic educational skills.

While preparing the Needs Assessment, encourage participants to think realistically about their needs–the amount of money needed to support themselves or their families and the kinds of jobs that will lead to self-sufficiency. Also encourage them to identify perceived obstacles–lack of education, a disabled child, or lack of a strong family support system, for example. Help them identify specialized needs such as child-, drug-, or alcohol-abuse counseling; then determine how these services can be provided.

Individual Action Plan

Using the information developed in the Personal Needs Assessment, the Individual Action Plan identifies the specific activities and services to help the participant become self-sufficient. The plan, developed cooperatively by the participant and counselor, identifies individual needs and resources. It sets forth the resources the Governing Board will make available and the responsibilities of the participant.

To develop the Individual Action Plan the counselor and participant should refer to the Personal Needs Assessment and list the participant's needs in priority order. Then the counselor and the participant should address the following questions:

1. What services or resources are needed to fill each need?

2. How and when will these services or resources be supplied?

3. Who is responsible for ensuring that the resources are reserved and will be provided on schedule?

4. What are the participant's responsibilities?

5. How does receiving one service or resource affect how and when other services will be delivered? (The Bloomington, Indiana, program assures coordination of services through an interagency plan using a team composed of representatives from the agencies involved.)

The Individual Action Plan should have a separate counseling component that includes both general counseling and counseling tailored to individual needs. It should also identify the format counseling will take–

one-on-one, group sessions, or both. It should be provided at convenient times and locations. Participants should be impressed with the importance of attending all counseling sessions as scheduled or making up any required sessions that are missed.

If housing assistance is a part of the PS-S package, it must be reflected in the Individual Action Plan and should be related to the specific needs of the participant, subject to certain requirements established by the public housing agency. (See Chapters 3 and 8 for more information about housing assistance.)

Scheduling

An individual schedule or timetable will help show all critical actions and how they relate to each other and provide a vehicle for measuring and monitoring progress. Some programs view the Individual Action Plan as a contract that is binding on both the program and the participant. This not only establishes the seriousness of the Individual Action Plan but conveys the idea that it involves mutual obligations and responsibilities

The Personal Needs Assessments and the Individual Action Plans need to be re-evaluated periodically to respond to changing circumstances. Consequently, counseling in most programs is a series of activities carried out as long as a person remains in the program. Counseling should also continue for a reasonable time after job placement to help participants adjust to this critical new phase. It should also be flexible enough to be provided on an "as needed" basis to respond, for example, to a family or personal crisis.

Counseling Services

Several factors affect counseling programs including the number of program participants, the availability of qualified counselors, and the availability of formal and informal counseling services from other agencies on a no- or low-cost basis.

Most participants will probably need several broad areas of counseling:

- **Housing assistance** involves counseling about locating a unit convenient to transportation and employment, getting along with a landlord, maintaining the unit, negotiating a lease, developing necessary housekeeping skills, and learning energy conservation activities. In McHenry County, Illinois, the public housing agency (PHA) provides extensive counseling services and conducts an aggressive campaign to attract landlords, many of whom state that they prefer PS-S participants to other low-income families.

- **Financial counseling** includes budgeting and keeping a checkbook, smart shopping, and signing up for Federal, State, and local resource programs (food stamps, Pell grants, etc.). In Alexandria, Virginia, the YMCA held a seminar on nutrition, budgeting, and consumer tips for participants.

- **Life skills and personal development** includes counseling about health and nutrition, appropriate grooming and dress for the job environment, dealing with emotional problems, resolving conflicts, and building self-esteem and confidence. PS-S participants in Evansville, Indiana, receive self-esteem and confidence building training from the local Black Coalition. In Rockford, Illinois, the PS-S program conducts a 10-week orientation prior to acceptance, emphasizing self-assessment, behavior modification, and building self-esteem. Participants claim that it is an important experience that helps them believe that they can succeed in areas they thought were beyond their capabilities.

- **Child care assistance** involves helping the participant evaluate and select appropriate child care and providing information on how to obtain child care benefits (Chapter 7, The Child Care Component, discusses this issue in detail.)

- **Health counseling** encompasses a whole range of services including mental health, physical health, parenting, substance abuse, and insurance programs.

- **Employment counseling** involves identifying career areas, setting short- and long-term career goals, and finding additional education or training opportunities. (Chapter 5, The Training Component, contains more information about job training.)

- **Legal counseling** can deal with many critical subjects–child support, prior criminal records, and separation and divorce. In Summit County, Ohio, faculty members from the local law school provide free legal services to expunge, where appropriate, criminal records of participants. Also, the Fort Lauderdale, Florida, program has set up a legal referral service for female single parents with child support problems.

Remember, some of these counseling activities, such as housing, may be available from the PHA as a part of its routine functions. Many PHA's and nonprofit

organizations are HUD-certified counseling agencies that offer comprehensive counseling services.

The Pittsburgh, Pennsylvania, multigenerational program schedules a whole array of counseling. Academic and vocational counseling is provided individually at enrollment and orientation, and at least four additional times; parent counseling is done as an adjunct to the parenting curriculum; building and maintaining employment services counseling occurs four times; socialization counseling occurs twice weekly; and job counseling is provided at the end of the project.

Counselors

Counseling requires a range of special skills and knowledge from professionals trained to anticipate emotional problems and to help clients develop workable solutions. Professionals frequently are aware of other available resources or may help generate or mobilize additional resources, such as support groups. If at all possible, each participant should be assigned to a counselor who will oversee the participant's progress through all phases of the program.

Counseling Techniques

Counseling services are usually provided in one of two ways–between a counselor and a client on a one-on-one basis or in group sessions between a counselor and several clients. When problems are unique or particularly sensitive, one-on-one sessions are preferable. Other counseling, such as financial, can be more efficiently and effectively taught in group sessions. Group sessions can be very useful when participants share problems and concerns. The person or agency that provides counseling is in the best position to give advice on the most appropriate forms of counseling for your participants.

To complement formal counseling, and to sustain the motivation of participants to complete the program, many self-sufficiency communities have started informal, ongoing forms of counseling. These include peer support groups, mentoring, the buddy system, and newsletters. Communities have used these forms of counseling individually or in combination:

- **Peer support groups** meet periodically and give PS-S participants an opportunity to share experiences and concerns. Support groups may be led by program staff, a professional counselor, or an individual who was in a similar situation but has succeeded in achieving self-sufficiency. In Sussex County, New Jersey, the group leader role rotates among participants. The Boulder, Colorado, PIC funds a half-time position to coordinate monthly support group sessions for PS-S participants. In Allen County, Ohio, and Clearwater, Florida, the Project Director leads the monthly support groups.

- **Mentors or buddies** are volunteers who help the Project Director track activity, provide support, or serve as role models to participants. A mentor, who may work with one or more participants, should be appropriately trained and should be able to establish rapport with the participant. The Los Angeles County and Huntington Beach, California, programs match participants with individuals already established in their careers.

- **Newsletters** can be useful adjuncts to other forms of counseling and monitoring. They may contain information on participants, the program, and items of general interest. Participants themselves write and publish the newsletter in the PS-S programs in Lake County, Illinois; Huntington Beach, California; and Raleigh, North Carolina.

- **Third party counseling** expands participants' support systems. The Pittsburgh, Pennsylvania, program requires each participant to have a close relative or friend agree to participate in the counseling. Several men active in the community serve as mentors and role models to teen fathers in the program.

Sources of Counseling

In many localities, counseling agencies provide all counseling services. Some of them are already active as certified counseling agencies in HUD programs. You may be able to arrange with one of these agencies to provide counseling to families enrolled in your program. Names of HUD-certified counseling agencies in your area can be obtained from your local HUD Field Office by contacting the Chief of the Loan Management Branch. Housing counseling by HUD-certified counseling agencies is free for persons using HUD's assisted housing programs. Fees for other types of counseling are determined by individual agencies.

Lead agencies have used various approaches to providing counseling services. Snohomish County, Washington, for example, hired a full-time counselor to provide counseling. The Mobile Housing Board in

Alabama provides basic counseling and makes referrals for additional counseling. Others coordinate, but do not directly provide, counseling services; they rely almost entirely on counseling resources available within the community.

Nonprofit counseling agencies usually have a sliding fee scale based on income. Some services offer reduced rates for group counseling seminars. The Huntington Beach, California, self-sufficiency effort is on the mailing list of organizations that offer seminars and workshops and has obtained fee waivers from various seminar sponsors for two or three participants per seminar. Seminar topics have included grooming and dressing for success, effective parenting, budgeting, and improving self-esteem.

Additional Sources of Counseling

- **Interns** from local colleges and universities who are under appropriate professional supervision may be available to earn college credit with your program. Contact academic institutions before the academic year to arrange for interns. Students from Barry University provide counseling services to the participants in the Fort Lauderdale, Florida, program.

- **College and local school systems** often are good sources. In Spokane, Washington, the Spokane Falls Community College offers a 9-week counseling course designed specifically for self-sufficiency participants, and in Middletown, New York, the Board of Cooperative Educational Services has developed a career development workshop for all PS-S applicants.

- **Women's resource centers** at local colleges and nonprofit organizations often provide counseling on a wide variety of issues. The Women's Center of Tarrant County, the lead agency in the Fort Worth, Texas, program provides its own counseling program to participants.

- **Community mental health centers** offer a wide range of services including family counseling. The Mental Health Association of Alexandria, Virginia, provides individual counseling to self-sufficiency participants.

- **Mental health professionals** in private practice may often be expensive, but you may be able to secure pro bono services.

- **Private social welfare agencies**, such as Catholic Charities in Mobile, Alabama, make home visits to self-sufficiency participants. In Mobile, the Catholic Charities and the housing agency make joint home visits to participants. The Catholic Charities counselor addresses personal and job counseling needs; the housing agency counselor addresses housing-related issues, such as home maintenance, budgeting and finance, energy conservation, and relationships with neighbors.

- **Community organizations** may offer services. The Alexandria, Virginia, Chamber of Commerce sponsored a seminar on personal management and time management skills for self-sufficiency participants.

- **Additional possibilities** include the YWCA, YMCA, religious institutions, and job service offices of the State employment security system. The State Guidance Supervisor; or the State Sex Equity Coordinator, who oversees Carl Perkins Act funds; or the State Commission on the Status of Women may also help identify sources of counseling in your community. (Chapter 5, The Training Component, discusses these sources in more detail.)

Resources

PS-S Clearinghouse
c/o HUD USER
P.O. Box 6091
Rockville, MD 20850
(800) 245-2691

Additional Sources of Counseling

Contact the PS-S Clearinghouse for a State Directory of Guidance Coordinators for vocational and adult education programs and a State Directory of Sex Equity Personnel.

Mentors

Contact the PS-S Clearinghouse for a sample of a mentor's guidebook prepared by the Summit County, Ohio, program. The *Guidebook for Mentors* includes a telephone directory for the Summit County program, a synopsis of Federal and State public assistance programs, chapters on housing, mentors, guidelines and position descriptions, and a glossary of terms.

Motivational Strategies

Strategies for Success: Recruiting and Motivating JTPA Participants contains examples of motivational strategies. To obtain a copy, contact the NAB Clearinghouse, National Alliance of Business, 1015 15th Street NW., Washington, DC 20005, (202) 289-2910.

Personal Needs Assessments and Individual Action Plans

Contact the PS-S Clearinghouse for sample formats of Personal Needs Assessments and Individual Action Plan materials. The samples are from Garden Grove, California; Fairfax County, Virginia; Middletown, New York; and Contra Costa County, California.

Chapter 5

The Training Component

Chapter 5: The Training Component

PS-S training is designed so participants can develop the basic skills needed to find and maintain employment in jobs with potential for growth and development and a salary that permits the participant's family to look forward to true self-sufficiency. Successful training comprehensively examines participant's skills, aptitudes, and basic family income requirements, and matches those abilities with community employment needs.

Elements of the Training Program

The components of successful training programs include acquiring basic education, learning job skills, and performing effectively in the training environment.

Acquiring Basic Education

Studies show that basic education is an important predictor of subsequent job success. A recent U.S. General Accounting Office evaluation of job training programs found that the proportion of people who obtained and kept jobs that enabled them to support their families without AFDC benefits was significantly higher for those with a high school education than for those having only an eighth grade education.

Consequently, helping participants obtain a high school diploma or a General Educational Development (GED) credential should be a high priority. Acquiring a diploma or GED credential is also a good way to enhance self-esteem and show a potential employer that the applicant is motivated.

The U.S. Department of Education is authorized under the Adult Education Act, P.L. 91-230, to provide funds for educational programs and support services that benefit all segments of the eligible adult population. The Act encourages the establishment of basic literacy programs for adults and encourages adults to complete high school.

Adult Basic Education (ABE). In general, federally funded ABE programs are targeted to individuals who have less than an eighth grade education. Funds are administered through State education departments and channeled to local school districts and community agencies that operate literacy and English-as-a-second-language programs.

Literacy Programs. Participants who lack basic reading skills will probably need literacy training or English-as-a-second-language courses to improve their ability to communicate in the workplace.

Literacy programs are offered through a range of community-based organizations as well as local school districts. Many groups receive training and materials from national literacy organizations (such as Literacy Volunteers of America and Laubach Literacy Action) and work in conjunction with ABE programs to provide choices for potential clients, generally using volunteers as one-to-one tutors.

Employers are also emerging as providers of literacy training for individual development. They increasingly provide basic skills and remedial training for employees.

The National Adult Literacy Initiative was established in the Department of Education to coordinate existing public, private, and volunteer literacy efforts and to encourage new efforts and resources on behalf of the functionally illiterate adult. As a result of the initiative, college work-study students are being employed as resources in some communities, and Federal employees are volunteering their time in many local programs under the Federal Employee Literacy Training (FELT) program. State and local literacy councils and coalitions are actively involved in promoting awareness and in generating resources.

Adult Secondary Education. Adults have different options for completing their secondary education. Adult high schools and GED programs are the two most popular ones. Evening high school programs help adults complete their high school education and receive a high school diploma. The GED credential is recognized nationwide as the legal equivalent of a high school diploma. GED classes are held in community-based organizations that are administered by school districts and in workplace sites.

An alternative to evening high school programs are the Competency-Based Adult High School Diploma Program (CBAHSD) and the External High School Diploma Program. High school diplomas traditionally are earned through completion of a specified number of education units. Competency-based programs award credentials to adults who demonstrate generalized life skill competencies in a variety of areas. Completion of a competency-based program entitles an individual to a regular high school diploma.

The Adult Literacy Initiative

The Adult Literacy Initiative (ALI), now in its fifth year, was created by President Reagan on September 7, 1983, and is scheduled to continue through 1989. The initiative's goals are:

- To promote national awareness about the issue of adult illiteracy.
- To encourage private sector involvement and recruitment of volunteers.
- To coordinate and facilitate intra-agency and intergovernmental literacy activities.
- To disseminate information, provide technical assistance, and strengthen networking activities.

ALI's mission is to promote increased, improved, and better coordinated literacy activities throughout the Nation. Since its creation, ALI has undertaken a wide variety of assignments:

- ALI has worked to determine the feasibility of using the Army's computer-driven Job Skills Education Program (JSEP) in the civilian education community.
- ALI has worked with Federal departments and agencies to highlight the importance of adult literacy and identify new resources for literacy programs. Some of the projects include efforts for the homeless. For example, HUD is implementing provisions of subtitle A of the Stewart B. McKinney Homeless Assistance Act, which provides for a program of literacy training and basic skills remediation for adult homeless individuals.
- ALI has actively provided information and technical assistance to such public policy groups as the National Governors' Association, the national Council of State Legislators, the Education Commission of the States, the U.S. Conference of Mayors, the Corrections Educational Association, and the Council of State Planning Agencies.
- ALI promotes private sector involvement in literacy efforts with a special focus on basic skills in the workplace. These private sector groups include the Business Council for Effective Literacy, the American Management Association, the American Society for Training and Development, the National Council on Employment Policy, the National Alliance of Business, the American Broadcasting Company (ABC), and the Public Broadcasting System (PBS).
- In an ongoing effort to serve as a clearinghouse of information on adult literacy and to disseminate that information, ALI publishes a quarterly newsletter, *The Update,* which has a distribution list of approximately 4,000.
- Litline, a national computer-based communication network on adult literacy, currently has 45 users from private, education, and volunteer organizations. Users send and receive information on literacy activities including funding sources; legislative and policy initiatives; volunteer, business, and industry efforts; and literacy services for special populations. In addition, Litline will provide a master calendar of literacy-related activities for national, State, and local events and will offer a directory of federally developed software for basic skills training.
- The Federal Employee Literacy Training (FELT) program recruits Federal Government employees to serve as volunteers in local literacy programs. To date, more than 4,000 Federal employees have volunteered including 200 at Education Department headquarters. These volunteers serve as tutors, teachers' assistants, and support staff in local programs.

Several PS-S programs (including Charleston, South Carolina, and Raleigh, North Carolina) have employed computer-assisted instructional programs to help participants improve their verbal and math skills and, in some cases, acquire a GED. The Raleigh program has found computer-assisted instructional programs such as PLATO especially useful because they permit individualized learning at the student's own pace, making it possible to accomplish a great deal of work in a short period of time. However, it should be noted that paid or voluntary staff is still required to complement the computer instruction and that setting up such a

GED Background

What is GED?

GED means General Educational Development. The GED credential is for people who do not have a high school diploma and is recognized nationwide as a legal equivalent of a high school diploma. The test is designed by the GED Testing Service of the American Council on Education and results are processed by the State Departments of Education. The five GED tests include writing skills, social studies, science, reading, and math.

What is the test like?

The questions are multiple-choice except for the essay part of the writing skills test. The reading, science, and social studies tests ask the applicant to read passages, charts, maps, graphs, and other materials, and to answer questions. The writing skills test covers punctuation, spelling, sentence structure, and the ability to write an essay. The math test covers whole numbers, fractions, percentages, decimals, algebra, and geometry, and focuses particularly on "word problems."

Are there any tips for taking the test?

Study and take practice tests. When taking the real test, answer all the easy questions first, then go back to the difficult ones and try to eliminate two or three choices and then select the answer.

To find out more about the GED tests, contact your State Director of Adult Education.

system can be quite costly. In many communities PS-S programs can tap into already existing computer-assisted instructional programs operated by local schools or colleges.

Learning Job Skills

Job skills training includes:

- Screening and testing to match candidates with specific employment objectives.
- Orientation to the work world (how to get a Social Security card, reasonable earnings expectations, how to apply for specific training opportunities for present and future goals).
- Life skills development (the importance of punctuality, proper dress for the workplace, use of the telephone).
- Technical skills development (computer skills, writing, use of particular machines or equipment).

Subject matter is important, but to a large extent, skills training is effective because of the trainers. Thus, it is important to seek and find skilled trainers who can set reasonable short- and long-term goals; who can be understanding, clear, and efficient; and who can motivate participants by helping them understand what is truly in their own best interest.

Maintaining Effective Performance

Effective performance during training is essential to success. Maintaining effective performance involves minimizing interferences that distract the participant and monitoring the performance of trainers and trainees.

PS-S programs aim to minimize the interferences–child care worries and housing and transportation problems–that can prevent participants from successfully acquiring education and job skills.

Monitoring involves a continuing exchange of information among the Governing Board, trainers, counselors, and participants regarding how the program is working. This ensures that the training process will be a learning experience for all concerned.

The Training Process

Preprogram Planning

Considerable preprogram planning, as discussed in Chapter 1, will take place before individual training begins. The Governing Board, especially members from the private sector, can take the lead in identifying prospective jobs in the community, on-the-job training, volunteers, monetary contributions, and donations of equipment, supplies, and space. Before beginning the training process, be sure to determine the focus and identify resources.

Competency-Based Adult Education Network

What is Competency-Based Adult Education (CBAE)?

A standard definition of CBAE was developed by State Directors of Adult Education and other education leaders at a National Conference in New Orleans in 1978: "Competency-Based Adult Education is a performance-based process leading to demonstrated mastery of basic skills necessary for the individual to function in society."

How is CBAE different from conventional adult education programs?

Many conventional adult education programs have goals that are nonspecific and difficult to measure. The amount of time provided for instruction is fixed in units of time (usually a term or semester). The emphasis is on instructor presentation and is teacher or group paced. Testing is norm referenced, and exit criteria usually are final tests and grades.

Competency-based adult education programs are criterion referenced with specific and measurable outcomes. Instruction is not limited to a specific period but continues until the student demonstrates mastery of specific outcomes. Testing is criterion referenced, and exit criteria are based on the demonstration of appropriate competencies.

Where is CBAE happening?

It's happening in adult diploma programs, vocational education, JTPA programs, correctional institutions, adult literacy programs, and ESL programs throughout the Nation. California and Connecticut have developed statewide systems based on CBAE principles. Examples of exemplary projects include Project CLASS (California), External High School Diploma Program (New York), the SPL project (Texas), and the Refugee Education and Employment Program (Virginia).

To find out if your State has CBAE programs, contact your State Director of Adult Education.

Determine focus. Will participants be allowed to pursue a virtually unlimited range of options or will job commitments be obtained before training and participant selection is completed? PS-S and other job-related programs have demonstrated the importance of identifying potential employers early in the planning process so that training can be tailored to the jobs available and so participants who are selected have an aptitude for and an interest in the jobs. This will be particularly important in communities with limited employment opportunities.

Identify resources. Training sources may include Federal programs, State labor or employment agencies, vocational training schools, technical institutions, community colleges, and on-the-job programs. Advance commitments allow participants to take the best advantage of promising opportunities.

The Montgomery County, Pennsylvania, self-sufficiency project, for example, received a $10,500 grant from the Pennsylvania State Department of Community Affairs for job readiness training and for the development of job opportunities for program participants. In Greenville, South Carolina, JTPA funds are used to contract with a major private employment agency to provide job counseling, search, and placement support to self-sufficiency participants.

When training is not available for specific jobs that are available, the Governing Board should work with businesses to develop appropriate training. The Governing Board should also work with vocational schools or colleges to develop such training as a community outreach program.

Individual Training Plans

A good training plan has the following features:

- **Assessment of training needs**. Select achievable employment and set realistic training objectives that suit the interests and aptitudes of the clients. Professional testing and screening can aid the assessment process.

- **Counseling**. Skillful career counseling helps participants choose training for which they are best suited. It also expands their horizons to include careers they may not have considered.

Without proper counseling, participants may choose training programs simply because they want to please, because a particular career sounds glamorous, or because their awareness of available options is limited. Counselors can assist the participant in selecting

an objective that will most closely match the participant's interests and career goals as well as the family's financial needs.

• **Training**. In addition to job skills training, the program may include GED courses, English-as-a-second-language training, or instruction in basic life skills because many participants will not be high school graduates.

• **Materials**. Job readiness materials will be part of the training program but should not be issued to participants without prior adequate instruction. These materials can be used to supplement training in specific areas, for example, resume preparation and interview techniques. However, staff members should review materials carefully for their relevance and may need to adapt them to the reading levels and special needs of individual trainees.

Growth Occupations

The following 20 occupations have the highest projected growth rates:

Computer service technician
Legal assistant
Computer systems analyst
Computer programmer
Computer operator
Office machine repairer
Physical therapy assistant
Electrical engineer
Civil engineering technician
Peripheral EDP equipment operator
Medical insurance clerk
Electrical and electronics technician
Occupational therapist
Surveyor helper
Banking and insurance credit clerk
Physical therapist
Employment interviewer
Mechanical engineer
Mechanical engineering technician
Plastics compression and injection mold machine operator

The following 40 occupations have the largest projected employment growth:

Building custodian
Cashier
Secretary
General office clerk
Sales clerk
Registered nurse
Waiter and waitress
Kindergarten and elementary schoolteacher
Truck driver
Nursing aide and orderly
Technical sales representative
Accountant and auditor
Automotive mechanic
Supervisor of blue-collar workers
Kitchen helper
Guard and doorkeeper
Food preparation and service worker in fast-food restaurant
Store manager
Carpenter
Electrical and electronics technician
Licensed practical nurse
Computer systems analyst
Electrical engineer
Computer programmer
General utility maintenance repairer
Trades helper
Receptionist
Electrician
Physician
Clerical supervisor
Computer operator
Nontechnical sales representative
Lawyer
Stockroom and warehouse stock clerk
Typist
Delivery and route worker
Hand bookkeeper
Restaurant cook
Bank teller
Short-order cook, specialty and fast food

• **Monitoring, feedback, and evaluation**. Trainees should be encouraged to discuss difficulties as they occur and before they become major problems. Counseling and periodic group sessions can facilitate monitoring, feedback, and evaluation, which should occur continuously throughout the training process.

Sources of Training Assistance

Job Training Partnership Act

A good source of funding for training is the U.S. Department of Labor's Job Training Partnership Act (JTPA), which falls under the provisions of P.L. 97-300. The Act establishes "programs to prepare youth and unskilled adults for entry into the labor force and to offer job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment who are in special need of such training to obtain productive employment."

As part of JTPA, local elected officials appoint a Private Industry Council (PIC) to plan job training and employment service programs. The PIC oversees the development and implementation of an overall job development plan for a local area. The PIC is generally composed of representatives of the private sector, educational agencies, organized labor, rehabilitation agencies, community-based organizations, economic development agencies, and the public employment services. A representative from the PIC should be on the PS-S Governing Board.

In preparing the job development plan, the PIC becomes very familiar with local economic and employment conditions and can give advice and information about the program design process as well as financial support.

To be eligible for JTPA-funded programs, participants must be economically disadvantaged or face other significant employment barriers. Applicants must present documentation of the incomes of all household members. A first step in seeking JTPA funding is to become familiar with the JTPA organizational structure and decisionmaking process by contacting the local PIC or a local elected official. In most States, JTPA funds are administered by the State Department of Economic Security or a similar organization and are awarded through requests for proposals (RFP's) or in response to unsolicited proposals. RFP's are typically released during the late winter with selection during the spring and an effective contract date of July 1.

In Durham, North Carolina, JTPA funds supported PS-S training in both secretarial and electronics technician courses. In Stamford, Connecticut, JTPA funds underwrite a nurse's assistant program, the Urban League's Training Center for Business Skills Plus, and the Computer Processing Institute's electronics assembly training program.

It should be noted that JTPA imposes limitations on the amount of funds that can be used for support services. Your local Private Industry Council can provide further information.

The Carl Perkins Vocational Education Act

The Carl Perkins Vocational Education Act, P.L. 98-524, redesigned the Nation's Federal vocational education program and contains more set-aside funds than any previous legislation for vocational training targeted to special needs populations.

The Act has two basic objectives: To increase the quality of vocational instruction while continuing to modernize programs; and to expand the access to these programs for everyone, but especially those who have been underserved.

The Act provides funds to:

• Develop quality high school and post-high school vocational education programs.

• Foster greater cooperation among schools, business, and labor to prepare students for employment.

• Provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills demanded by the labor market.

• Promote access to these programs for young people and adults, particularly those with special barriers to employment.

The Act gives States a great deal of leeway about offering services and expending funds. As long as funds are used to help individuals become economically independent, funding is very flexible; it can be used for books, stipends for child care, transportation, or English-as-a-second-language training.

In addition, the Act encourages States and the United States Department of Education to support programs and strategies dealing with sex equity issues. The Act requires that a State Sex Equity Coordinator administer the single-parent and homemaker program. At the

local level, the single-parent and homemaker program is normally operated through vocational technical schools or community-based organizations.

State and Local Resources

While JTPA and the Carl Perkins Vocational Education Act are good sources of Federal funding, State- and local-level funding may also be available to your program. Some States have their own training programs, targeted to economically disadvantaged populations, and these sometimes allow more flexibility. Determine how recipients are chosen, how much money is available, what limitations are put on how the funds are spent, and what the funding cycles and application processes are.

Partners in Training

Partners in Training, sponsored by IBM, supports community job training centers designed to teach marketable skills to people who otherwise could not afford to learn them. More than 70 job training centers are located around the country administered by nonprofit, community-based organizations. Typically, IBM joins with a community-based organization to open a center; other private-sector support comes from businesses that know the requirements of the local job market and provide advice, financial support, and often instructors. Public funds from Federal, State, and local governments are an important source of job training center support.

Community center training is targeted to local needs and is designed to prepare people for their first job. Subjects include typing, word processing, business English, office procedures, and in some centers, data entry, math, computer operations, and programming.

The NAB Clearinghouse

The NAB Clearinghouse, sponsored by the National Alliance of Business, operates a one-stop information source for a host of employment issues. NAB offers a variety of services, some of which require a fee:

- A newsletter that tracks local business activities concerning training needs of jobless and underemployed people.
- Bulletins on successful innovative corporate and public-private training programs.
- Publications on topics like the Job Training Partnership Act, setting up public-private partnerships, and economic development and job creation.
- Data base searches for program information and resource materials covering a variety of subjects such as employment generation, funding sources, industry/education linkages, and vocational education.

Nontraditional Occupations

Nontraditional is a term commonly used to refer to occupations that have had large proportions of workers of one sex and relatively few, if any, workers from the opposite sex. Typical nontraditional occupations for women include construction trades, skilled crafts, technical fields, and professions in science, law, engineering, and medicine.

Because a large proportion of PS-S participants may be female, counseling on career opportunities historically not accessible to women is especially important. Of the 500 job categories in the Department of Labor Census, women are concentrated in only a few of them. Higher skilled, higher paying jobs tend to be among the 400 plus job categories that are considered nontraditional for women. Probably the best reason for expanding women's options to work in nontraditional areas, then, is that these occupations generally have more opportunities for better pay and upward mobility.

The Women's Bureau of the Department of Labor has published a curriculum guide, *Women in Non-Traditional Careers* (WINC), that can be used to broaden participants' horizons. It can be accompanied by the *WINC Journal* and used in classrooms or small counseling settings. The revised edition has been tailored to include use by young men and by those with low-reading skills. The Women's Bureau also has published a training manual on how to use WINC for different populations. (The Resources section at the end of the chapter contains ordering information.)

The Women's Bureau also offers a series of guides on its successful model and demonstration programs to move women into various types of nontraditional jobs.

Apprenticeships

Most skilled occupations have apprenticeship or other on-the-job training programs that permit workers to earn while they learn with little or no expense to the apprentice. A number of these occupations also have established advancement patterns.

Apprenticeship programs teach highly technical manual skills through a combination of on-the-job training and related classroom instruction. National apprenticeship standards approved by the Bureau of

Apprenticeship and Training or State Apprenticeship Councils govern the scope of work, courses of instruction, length of training, and amount of pay. Apprentices who complete the training program are given certificates that show that they are fully qualified as highly skilled "journey-workers" in their craft or trade.

Most apprenticeship programs last 2 to 5 years. Apprentices usually start by earning 40 to 50 percent of the journey worker wage for their trade and receive increases every 6 months if progress is satisfactory. Most apprentice entry-level wages range from about $4 to approximately $6.50 an hour. Qualifications vary from program to program.

Almost all programs require a high school diploma or GED certificate, some mathematics and science courses, and good health and physical fitness.

U.S. Department of Labor regulations require apprenticeship program operators to take affirmative action in recruiting and hiring women and to establish goals and timetables for doing so. This means that many women will now have expanded opportunities to learn skills that can lead to better economic security.

The kinds of jobs that can be learned through apprenticeship include:

- Construction–carpenters, electricians, plumbers, heavy equipment operators, painters, and decorators.

- Manufacturing–machinists, toolmakers, welders, patternmakers, molders, and maintenance electricians.

- Services–chefs and cooks, barbers, auto body repairers, and dental and other laboratory technicians.

Several sources of apprenticeship information are listed in the Resources section below.

Resources

PS-S Clearinghouse
c/o HUD USER
P.O. Box 6091
Rockville, MD 20850
(800) 245–2691

Apprenticeships

The Bureau of Apprenticeship and Training of the U.S. Department of Labor publishes booklets containing detailed information about minimum qualifications, duties, courses of instruction, etc., on apprenticeship industries. Contact the nearest regional office of the U.S. Department of Labor for further information. A list of U.S. Department of Labor regional offices is included in the Appendix.

In addition, *A Woman's Guide to Apprenticeship* is available by sending a self-addressed label for a copy to the Women's Bureau, U.S. Department of Labor, 200 Constitution Avenue NW., Room S-3006, Washington, DC 20210. (202) 523–6631.

GED Test Sites, Schedules, and Instructional Programs

Contact the PS-S Clearinghouse for a directory of State Directors of Adult Education.

National Adult Literacy Initiative

Contact the Adult Literacy Initiative, U.S. Department of Education, 400 Maryland Avenue SW., Room 4145, Washington, DC 20202. (202) 732–2959. To find out if there are local literacy programs in your area, call CONTACT, INC., toll free, at (800) 228–8813 or contact the PS-S Clearinghouse for a State Directory of Adult Education Directors.

National Alliance of Business (NAB)

Call or write the NAB Clearinghouse, National Alliance of Business, 1015 15th Street NW., Washington, DC 20005. (202) 289–2910.

Partners in Training

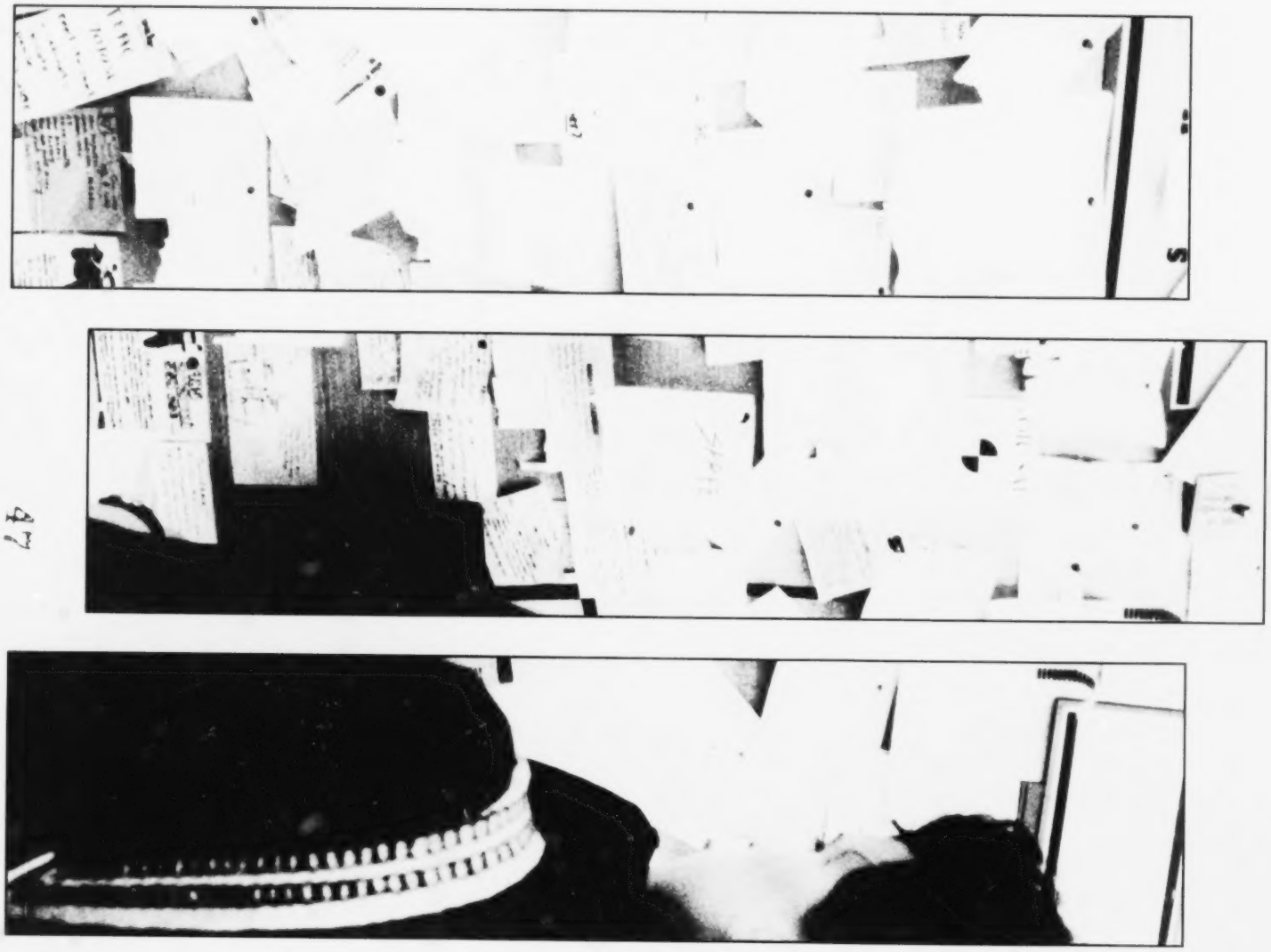
Contact Bob Loechel at IBM, 2000 Purchase Street, Purchase, New York 10577. (914) 697–6748.

Women's Bureau

Contact the PS-S Clearinghouse for a list of the regional Women's Bureaus. The *Women in Nontraditional Careers: Curriculum Guide* and *Journal* are available for $47.00 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, Stock #029-002-00074-6. The *Curriculum Guide* is designed for school personnel who assist young people in recognizing their job potential. The *Journal* is designed to help students explore their feelings about their career plans. Also available is a free training manual on how to use the *Guide* with different populations. Contact the Women's Bureau, U.S. Department of Labor, 200 Constitution Avenue NW., Room S-3006, Washington, DC 20210. (202) 523-6631.

Vocational Education

Contact HUD USER to obtain a list of directors of State Vocational Education and Sex Equity Coordinators. Your local vocational or technical school is also a good source of information on local programs.



Chapter 6

Job Development and Placement Strategies

Chapter 6: Job Development and Placement Strategies

Placing PS-S participants in upwardly mobile positions that suit their skills and interests is a challenging and critical step toward self-sufficiency. Appropriate placements do not just happen; they are usually the result of hard, continuous work that involves analyzing the local job market, developing appropriate participant skills, and effectively marketing participants' skills to prospective employers. It is the program staff's responsibility to be responsive to the employer while at the same time safeguarding the participant's interests. The following discussion describes the major steps in the process of developing jobs and placing participants.

Devising a Job Development and Placement Strategy

A job development and placement strategy is a plan of action–a blueprint for where to go and how to get there. Successful programs begin preparing and implementing the strategy as early as possible and assign the task to either a subcommittee of the Governing Board or a staff member equipped to assume this responsibility. Some programs employ a full- or part-time job developer.

Several steps are required to achieve an effective strategy:

- Assess the job market.
- Identify available training resources.
- Determine participants' interests and abilities.
- Set program goals.
- Involve potential employers.
- Undertake specific marketing techniques.
- Place participants in jobs.

Assess the Job Market

An effective job development and placement strategy identifies the types of available jobs and determines how to prepare participants for these jobs. To accomplish this, the staff must discover how the local economy is expanding or contracting and what special needs employers have that have not been met–and they must communicate this information with each other. In Linn County, Iowa, for example, the self-sufficiency program geared some of its training to instruction on a specific computer because a major employer indicated that the one thing his "new hires" usually lacked was training in how to operate the computer. Such unmet training and staffing needs (both current and projected) can be determined by talking to major employers, by consulting the local office of the State Employment Service about the local job market, and by simply reviewing the employment section of the local newspaper.

Additional sources of valuable job market information include the local Chamber of Commerce, the local Private Industry Council (PIC), and State and local planning or economic development agencies. Representatives of these organizations make excellent members of the Governing Board because they can help organize and implement your strategy.

The Governing Board in Brookhaven, New York, has an active Employment and Training Committee composed of members of the local business, government, and education communities. A committee member who was President of the Chamber of Commerce is heading an effort to convince other Chamber members to train and hire self-sufficiency participants. The committee also supervised a review of local newspapers for job opportunities and discovered that a local hospital had several openings suitable for PS-S participants.

Determining the types of jobs that have upward mobility may be more difficult than identifying job opportunities, but conversations with employers and labor force personnel should yield valuable information regarding the skills, training, and experience most likely to allow a person to progress toward self-sufficiency.

Identify Available Training Resources

An important complement to analyzing the job market is determining what educational and training resources lead to job skills. Compile a list of public and private institutions that provide adult education or skills training together with a description of course offerings, duration, cost, and entrance requirements. Expedite this task by contacting the local PIC, which may have already gathered this information. Also contact the public schools (particularly the adult education and vocational education components); any colleges or

universities; various nonprofit agencies such as Organization for Rehabilitation and Training, Opportunities Industrialization Centers, and the Urban League; trade unions; and employers. (See Chapter 5 for further discussion of education and training opportunities.)

Determine Participants' Interests and Abilities

Because their lives will be directly affected, participants should make their own informed choices regarding the types of jobs most suited to their backgrounds, abilities, and interests. Help participants review a range of options including nontraditional jobs. Broaden their horizons and expectations by informing them about jobs they may not know about or have considered seriously.

One possible resource in a job or career search is the Statewide Career Information Delivery System (CIDS). This computer-based system, operational in 39 States, helps persons learn about the range of career opportunities in their State as well as education and training available to pursue these opportunities. (See the Resources section at the end of this chapter for more about CIDS.)

To make an informed choice, participants need to assess their financial needs–what salary they need to provide adequately for their families without government subsidy. The Governing Board can help by analyzing the local economy and determining what salary level will enable participants to become self-sufficient.

Participants who are dissatisfied or uncomfortable being trained for certain types of positions must make their dissatisfaction known as soon as possible so they do not drop out or lose interest in the training. Similarly, unrealistic expectations about initial job placement and long-term career goals should be addressed early in the process. Bellingham (Whatcom County), Washington, reported a self-sufficiency participant who had signed up to receive training in electrical work and subsequently developed "cold feet." The local technical school arranged for the participant to "shadow" an electrician on the job and after seeing what the job involved, the participant developed a new resolve to enter and complete the training course.

Set Program Goals

Set realistic, measurable goals after assessing the job market, training courses, and the participants' interests and abilities. Some of the obvious ones include: Number of participants placed in permanent, upwardly mobile jobs, median starting salary, and degree of self-sufficiency achieved. Goals can sometimes be easily measured, as with the numbers of participants placed, or less easily determined, as with the degree of self-sufficiency achieved. Whatever they are, goals should be realistic and reflect the context of the local economy in which the program operates.

Involve Potential Employers

Marketing the self-sufficiency concept and the PS-S participants to employers is a challenge–in part because of prejudices and stereotypes regarding low-income persons. Employers' fears about participants' reliability, seriousness of purpose, and general attitude may be major barriers. Governing Board members, staff, and participants must be able to convince employers that this is a new approach and that anyone who successfully goes through the required training and counseling is highly motivated–otherwise they would not be in the program. A rigorous selection process and a well executed Individual Action Plan ensure that prospective job applicants are both eager and capable of proving themselves. Establish your goals regarding employers at the outset. The ideal goal is employer willingness to commit specific positions to participants. Getting employers involved may take several forms other than advance commitment:

- Willingness to consider self-sufficiency applicants as job vacancies occur. This may include a promise to interview participants. Private businesses in the Chicopee, Massachusetts, Development Incentive Program (which provides loans for small business development) have agreed to give participants special consideration.

- Employer participation in seminars about job opportunities, work conditions, salaries, and benefits to help participants choose an occupational field.

- Employer provision of training resources to help participants become more marketable.

- Agreement to serve on the PS-S Governing Board and provide leadership and various other types of support such as helping to involve other employers, provide space, facilities, and so forth. In Camden County (Camden), New Jersey, representatives from RCA and Campbell Soup served on the self-sufficiency Board. RCA then identified training needs and provided on-the-job training and public relations assistance. RCA also sent letters, on behalf of the program, to private corporations. The letters requested a matching contribution of $3,000 to secure $27,000 in State funds for PS-S administration. Campbell Soup provided a $3,000 contribution for a computer used in the PS-S office, obtained training slots from other businesses,

and cosponsored a job fair attended by 60 private employers and 600 job seekers.

An employer may become involved in more than one of the activities described. The most important action is that a commitment is made that may lead to even greater employer involvement.

Undertake Specific Marketing Techniques

Many different marketing techniques can be used to promote job development. Remember, you are selling a **new** approach to helping motivated participants achieve economic self-sufficiency. This concept must come across in whatever you do; it must be clear that this is not the "business as usual" approach often found in other public employment and training programs.

The following techniques make your program come alive by showcasing real people with aspirations, skills, and drive, and by highlighting commitments you have already received:

- **Participant profiles**. Develop a personalized, written profile for each participant that briefly describes the person's background, strong points, and interests, and shows their determination to improve their situation. These profiles, when shared with prospective employers, make marketing more than an abstract exercise–they humanize the process and show participants to be real people, not faceless statistics. Include profiles of participants who have completed the program and have had successful job placements.

- **Letters and brochures**. Letters of commendation and eye-catching brochures can complement the individual profiles. Brochures that include the name and telephone number of a contact person have been particularly effective in promoting program visibility. The Brookhaven, New York, Governing Board prepared a brochure describing the goals of the program and the reasons why local employers should hire PS-S participants.

- **Presentation to employers**. Offer to make an onsite presentation that will not commit the employer or organization to anything. If possible, encourage people who actually hire employees to attend the presentation. Using Governing Board members, staff, and participants at the presentation can be very effective in getting commitments. In Spokane, Washington, two participants received job offers shortly after making presentations to local business groups.

- **Promotion by elected officials**. The support of local elected officials is invaluable; they have high visibility and usually command respect and considerable clout. Generally, if you explain the purpose of the program and your specific needs, local elected officials are willing to help. Securing employment for citizens (and voters) not only makes sense, it is good politics. In Summit County, Ohio, the County Executive personally recruited additional Governing Board members from the local business community who secured employment for participants. In Phoenix, Arizona, the mayor was instrumental in getting Arizona Public Service, a local utility, to give PS-S participants priority consideration for customer service positions.

- **Media coverage**. Generating maximum media coverage is another effective (and often free) way of marketing the program to prospective employers. Newspaper articles, radio interviews and TV videotapes about participants' motivations and their acquisition of skills can be quite powerful. In Mobile, Alabama, the self-sufficiency program has used the local cable TV station to promote the program by allowing the station to interview successful graduates about their experiences. Again, the participants become real people who can show their determination to succeed.

- **Advertising**. Advertising in local newspapers and business and trade journals is yet another approach that can pay dividends. Ads should briefly describe the program, its objectives, and the availability of capable and enthusiastic candidates for employment. Prominent display of statements of support by local public and private sector leaders can be helpful and lend further credibility. Securing private underwriting of the cost of these ads or having space donated as a public service announcement is worth pursuing. Many firms are eager to provide precisely this type of goodwill.

- **Show and tell**. Another marketing approach involves holding a large scale "show and tell" that brings many different firms together. To be successful, the event may need to be cosponsored by a leading employer, a well-respected business or civic leader, local elected officials, or all three. Given the size of this undertaking and the importance of a successful event, planning must be thorough. The risk of "turning off" so many prospective employers at once is a major concern. Use "show and tell" only if you have carefully planned and rehearsed the whole presentation. Address your planning to the following questions:

  1. Who is the audience? Invite hiring officials of firms that are expanding their work force or hiring replacement personnel on a regular basis.

  2. What do you want to say? Your presentation should be relatively short and should cover program

goals, methods of participant selection, training and counseling provided, and any unique aspects of the program. It is especially important to convey participant motivation. Have participants or former participants describe their experiences and the types of barriers they have overcome. Allow time for questions and answers so employers do not leave with unresolved issues or misunderstandings.

3. What do you expect to accomplish? In most cases it will be unrealistic to expect job commitments to be made at the presentation. But individual followup visits tailored to the needs of specific employers shortly thereafter can produce exactly that result.

Targeted Groups for TJTC

1. Handicapped persons referred from State vocational rehabilitation agencies or from Veterans' Administration programs.

2. Recipients of Supplemental Security Income (SSI) payments (for the aged, blind, and disabled).

3. Young people (ages 18 through 24) from economically disadvantaged families (the definition of economically disadvantaged varies with location).

4. Vietnam-era veterans who are economically disadvantaged.

5. Recipients of State and local general assistance payment for at least 30 days.

6. Young people (ages 16 through 19) from economically disadvantaged families who participate in a qualified cooperative education program.

7. Ex-offenders who are economically disadvantaged and are hired within 5 years of release from prison or date of conviction, whichever is more recent.

8. Individuals receiving Aid to Families with Dependent Children (AFDC) who are eligible for AFDC on the hiring date and have received AFDC for 90 days immediately prior to being hired.

9. Economically disadvantaged summer youth employees who are 16 to 17 years old on the hiring date and who have not previously worked for the employer.

• **Incentives**. Create special incentives through local government development programs. In Brookhaven, New York, employers' access to the municipality's economic development loan program depends on an employer's willingness to make resulting jobs available to low- and moderate-income persons. Fifteen new businesses created 213 jobs.

Another incentive, the Targeted Jobs Tax Credit (TJTC), is a Federal tax credit available to employers for any workers hired through December 31, 1988, from any of nine target groups who have traditionally had difficulty obtaining and holding jobs.

An employer who hires anyone from these target groups is entitled to a tax credit of up to 40 percent of the annual salary up to $6,000 for the first year of employment. This means a maximum allowable credit of $2,400 per employee for the first year.

For economically disadvantaged summer youth employees, employers may claim a credit of 85 percent of wages up to $3,000, for a maximum credit of $2,550.

The TJTC is a good way for PS-S participants to get a foot in the door. However, employees must sign up for the TJTC before they are hired; they cannot qualify after they are hired. Signing up for the tax credit should be part of the schedule in each participant's Individual Action Plan. It is suggested that 1 month prior to the end of their training, the participants go to the State Employment Office and sign up for TJTC. This will be good for 90 days and will be extended if employment is not found within that time period.

• **Networking**. Using an informal network to generate job placements is a proven technique. Consider having Governing Board members, particularly business members, take responsibility for participants one at a time and network with their friends and colleagues to find appropriate employment. The participant profiles can facilitate the process and help make good matches between individual participants and Governing Board members.

Place Participants In Jobs

Once your job development efforts are underway, you will begin receiving notification of job opportunities and will want to place participants in them immediately. Be sure employers know exactly when your participants will finish their training and be available for work.

Establish procedures for handling job offers:

1. Develop job orders. As a first step, develop a form on which you can record such information as job title, job description, skill requirements, special requirements such as uniforms or tools, salary, benefits, career advancement opportunities, location, hours, contact name, and telephone number. The form may also have space for the placements made, personal notes, or information about public transportation to the interview or work site.

2. Match applicants to jobs. A careful match is important because an interested, well suited employee will have a good performance record, and good performance by your early placements is the surest way to guarantee that additional jobs are offered. And, as other programs have discovered, a placement may be a way for the program to earn money. The State Employment Service in Texas pays the PS-S program $400 for a successful placement because it would cost them $1,200 to do the work themselves. You can check and see if your State Employment Service has a similar policy.

3. Prepare the participant to meet employers. The importance of making a strong impression on an employer cannot be overstated.

- Begin with the interview. Rehearse the process with participants and stress the importance of such things as attitude and body language to make them more comfortable in a real interview. Reduce anxiety through role playing exercises. Perhaps your program can follow the examples of Tacoma (Pierce County), Washington, and Winston-Salem, North Carolina, and videotape mock interviews so participants can evaluate their performance and overcome uneasiness about the interview. Self-sufficiency participants in Salt Lake County and Salt Lake City, Utah, received training in interviewing under a multiagency cooperative program. Westminster College created the training curriculum, the YWCA provided the facility, and members of the Personnel Managers' Association gave a 10-minute mock interview and immediate feedback to participants.

- Be ready to help with transportation or clothing to assure a smooth interview; you may also have to help the trainee acquire special clothing, tools, or equipment if these are requirements of the job.

- Participants can practice completing sample applications and entry exam forms. A young man in one program was hired immediately because the personnel officer was impressed with the speed and accuracy with which he completed the application form. In Linn County, Iowa, a local union representative on the Governing Board arranged for a trainer to prepare participants for taking the union's entry exam for their apprenticeship program.

- Participants should have professional looking resumes and play an active role in the marketing effort. Part of becoming self-sufficient is the ability to identify and pursue job opportunities. Encourage participants to read the classified advertisements and pursue appropriate job opportunities. Train participants in the proper way to respond to classified ads and help wanted signs.

- Once an actual interview is completed, the participant should send a thank you note that stresses his or her interest in and qualifications for the position. If several interviews have been arranged with one company, staff followup may be appropriate to determine how the counseling or training could be improved. You will have to determine the fine line between being interested and being intrusive.

4. Follow up after placement. Once a placement is made, be sure to talk periodically with the new employees about how they are doing and to discuss problems they are encountering. See if they have suggestions about fine tuning the training to make it more useful. Thank the employers for the placement, see if they have any problems that may need your assistance, and remind them to call you as new jobs become available, or if problems develop with the newly hired participant. Remember, you are selling a new concept that includes followthrough.

Marketing a self-sufficiency program effectively can spell the difference between program success and failure. Employers must be convinced that participants do not present the additional risks that they may commonly associate with low-income persons. Conveying this idea demands a high level of energy and creativity. It requires training participants for meaningful jobs, achieving high program visibility, and selling the participants as people with the skills and ambition to enter the work force.

Most important, it requires patience and tenacity by participants and staff and the active cooperation of a committed Governing Board. The Governing Board in particular can facilitate program success by exhibiting a "can-do" philosophy that will drive the entire program. It is through the combined energy and resources of many parties that effective job development and job placement will take place. You must show employers that a self-sufficiency program is worth their support.

Resources

PS-S Clearinghouse
c/o HUD USER
P.O. Box 6091
Rockville, MD 20850
(800) 245–2691

Statewide Career Information Delivery System (CIDS)

Contact the PS-S Clearinghouse for a Directory of State Directors of Vocational Education.

Targeted Jobs Tax Credit (TJTC)

Contact the PS-S Clearinghouse for a Directory of State Employment Offices.

Job Readiness Materials

Call the PS-S Clearinghouse for a package of materials that includes resume preparation materials, samples of resumes, cover letters, and thank you notes.

Job Training Partnership Act

Contact the NAB Clearinghouse, National Alliance of Business, 1015 15th St. NW., Washington, DC 20005, (202) 289–2910, for a copy of *Marketing the Job Training Partnership Act*. This collection of NAB bulletins contains case studies of the ways a number of cities have implemented the Job Training Partnership Act and successfully helped employers become active partners in hiring people who need additional training and job placement assistance.

Chapter 7

The Child Care Component

Chapter 7: The Child Care Component

For low-income parents to participate in training programs, attend school, and obtain and hold jobs, child care is essential. High-quality child care also gives children, particularly children from low-income families, the foundation needed to do well in school and become productive adults. Self-sufficiency participants should be actively involved in the selection and monitoring of child care providers so both parents and children are as comfortable as possible with child care arrangements.

Assessing Child Care Needs

As part of the Local Needs Assessment and Action Plan discussed in Chapter 1, the Governing Board will identify all available child care resources in the community. (The local Department of Social or Human Services, Family and Children's Services Agency, United Way, and other agencies often maintain a directory of licensed local child care providers or operate or participate in local referral networks.) The Governing Board should anticipate when child care will be needed. Parents who attend group or individual counseling sessions at night or on weekends will need child care at those times as well as during regular daytime work hours.

The Governing Board also can determine the cost of the various types of child care, the financial resources available to help with those costs, State allowances for AFDC recipients and trainees in Job Training Partnership Act (JTPA) programs, and the requirements for receiving these allowances. States and localities may have different fee schedules for publicly funded facilities, and PS-S participants may automatically qualify for reduced rates.

Child Care Strategy

PS-S programs designed for parents should include a strategy that states:

- When child care will be offered–during working/training hours, counseling sessions, periodic evening care, afterschool care, or daytime infant care.

- Who will provide each type of care and the resources committed by each provider.

- The funds needed for child care and the sources of these funds.

- How ad hoc care will be handled–for example, when illness or family emergency requires overnight care.

- Who will coordinate child care including counseling for parents and children, development of individual plans, and monitoring.

- Any additional resources the Governing Board needs or wants to generate, such as employer-sponsored child care after participants are placed in jobs.

Special Considerations

In developing its child care strategy, the Governing Board should consider the following:

- At the outset of self-sufficiency training, parents often have little or no income for child care. To participate in the program, some form of financial or in-kind assistance may be necessary.

- To determine approximately how many children will need care, multiply by 2 the number of families with children in the program.

- In most cases child care will be necessary for the duration of the parents' training period, even though some governmental sources of child care assistance are only available for limited periods of time. Ideally, child care assistance should not be provided for an arbitrarily determined number of weeks or months during the job search; it ought to be available for as long as the participant is actively seeking employment and even after the employment is secured if the family remains low-income.

- Hours of child care needed may change as self-sufficiency participants move from part-time training to full-time employment. Child care options must meet these changing needs.

- Many preschool programs and child care centers operate for less than a full work day or work year. Parents in full-time training programs or with full-time jobs may find it difficult to enroll their children in such programs without making a series of complex arrangements for other hours of the work day, holidays, and summer vacations. The participant faced with this situation may attempt to piece together a network of low-cost or no-cost child care arrangements, including relatives, friends, and unlicensed child care providers.

These arrangements are a common way to supplement more formal arrangements. The Clearwater, Florida, self-sufficiency program helped resolve this problem for some participants by using Community Development Block Grant funds to purchase five slots at reduced rates in the YWCA all-day summer camp.

- Because AFDC benefits are calculated on the family's expenses for the previous month, AFDC benefits may not reflect immediate increases in current child care costs. Costs may not be reflected for 2 months. Because welfare families and child care providers are usually unable to carry this expense in the interim, the Governing Board can consider establishing an emergency fund to cover such situations.

- Infant and toddler care are the most expensive forms of child care, and some States do not allow children to enroll in child care centers until they are 2 years old. The most common sources of such care are family, relatives, neighbors, and friends.

- Afterschool care is more easily developed and less costly. Such programs can be provided through the YMCA or YWCA, recreation departments, or in the school. Older children who do not need direct adult supervision find check-in programs appropriate; the child reports to a designated individual, perhaps a neighbor, but does not remain with that individual.

- Transportation is a vital support service that cannot be overlooked in making child care arrangements. Because many low-income families do not own cars, provisions ought to be made to assist participants not only in getting to training programs but in getting children to child care programs as well. Public transportation may be available in urban areas. In rural and suburban areas with less extensive public transit systems, other transportation arrangements may have to be made. (See Chapter 9, Other Practical Support Services, for further discussion of how other programs solve transportation problems.)

Getting Commitments

As a first order of business, the Governing Board should contact all potential child care providers and explore all potential sources of funding, especially private sector sources. The United Way has been an important source of funds for child care in many programs including Los Angeles County, California, and Wakulla County, Florida. Private child care providers may not subsidize child care costs extensively, but some may lower fees or provide scholarships. For example, a nursery school director on the Plainfield, New Jersey, Governing Board provided ten child care scholarships for participants not receiving AFDC benefits. In addition, the Camden County (Camden), New Jersey, program has negotiated with the local YMCA to reserve summer camp slots for children at 40 percent below the normal tuition fee.

Many PS-S Governing Boards have received private donations to alleviate the cost of child care. In Raleigh, North Carolina, a local supermarket chain contributed $2,000; in Lake County, Illinois, a pharmaceutical company contributed $10,000. Many self-sufficiency communities, including Fort Worth, Los Angeles County, and Minneapolis, also have undertaken fundraising campaigns for emergency short-term day care.

Adequate child care is such an essential ingredient for self-sufficiency, that the Dakota County, Minnesota, legislature appropriated $66,000 to cover the child care needs of the program. In Thurston County, Washington, the Department of Social and Health Services provides day care funds for participants not eligible for welfare.

Growing State support for child care suggests that States are becoming more aware of its benefits, especially for low-income children whose parents are in self-sufficiency programs. Examples of State activity include California's Greater Avenues for Independence, Massachusetts' Education and Training Choices, Minnesota's Early Childhood Family Education Program, and Washington State's Family Independence Program.

Many PS-S communities use existing local public sector funds for child care. The Community Development Block Grant program, AFDC, JTPA, and the Community Services Block Grant program have been popular sources of funds. (All programs are discussed below.)

Federal Resources for Child Care

- **AFDC**. The amount of income subtracted from an AFDC recipient's income prior to calculating the recipient's AFDC grant, called earned income disregard, is limited. Child care funding is allowed under the optional Community Work Experience Program in which recipients can be placed in public or nonprofit agencies to gain work experience.

- **Community Services Block Grant (CSBG) or the Old Title XX Program**. Nationally, 15 to 20 percent of these funds are used for child care. Several communities use CSBG (Title XX) to fund child care when Work Incentive Program (WIN) child care subsidies or

the AFDC earned income disregard is no longer available. (Chapter 9 contains further discussion of WIN.)

• **Job Training Partnership Act (JTPA)**. JTPA allows up to 15 percent of its funds to be used for social services, including child care. This limit can be raised if the Private Industry Council (PIC) requests a waiver. However, only a few PIC's use these funds for child care.

• **Head Start**. Head Start usually functions for 9 months a year during the morning only and is limited primarily to 3- and 4-year olds. Day care can be provided by matching Head Start funds with other funds such as CSBG funds. Texas provides CSBG and Head Start funds for PS-S programs in the Panhandle communities. In Broward County, Florida, Head Start has provided 50 slots for the children of self-sufficiency participants.

• **Community Development Block Grant**. The Community Development Block Grant (CDBG) program allows up to 15 percent of its funding to be used for social services. Several programs have used CDBG funds for child care, including Portland and Multnomah County, Oregon; Burlington, Vermont; and Greenville, South Carolina.

• **The Vocational Education Act (Carl Perkins Act)**. The Vocational Education Act, funded by the Department of Education, provides money, not only for training, but for child care as well. It is especially useful for odd-hour care, such as evenings or weekends. (Chapter 5, The Training Component, contains more discussion about the Vocational Education Act.)

• **Dependent Care Planning and Development State Grants**. A new Federal program with a small funding level–$5 million–is the Dependent Care Planning and Development State Grants program. All States receive funding, some as little as $50,000. Forty percent of the funds must be used for resource and referral systems, and 60 percent goes for after-school care. Funds can be used for equipment and planning a program but not for construction or operating a program.

• **RSVP, VISTA, and Foster Grandparents**. ACTION sponsors three programs–Retired Senior Volunteer Program (RSVP), VISTA, and the Foster Grandparent Program–which may be available as child care resources. RSVP and VISTA volunteers serve local projects, filling a variety of volunteer assignments in their own communities including child care. Local Foster Grandparent projects provide companionship and guidance for emotionally, physically, and mentally handicapped children, and children who are abused, neglected, or involved in the juvenile justice system.

• **Discretionary Grants Program**. The Discretionary Grants program is administered by the Office of Human Development Services of the U.S. Department of Health and Human Services (HHS). A major focus is the encouragement of self-sufficiency. Grants usually do not exceed $150,000, and projects must be innovative. The announcement for each funding cycle appears in the *Federal Register*. Projects already funded with Discretionary Grants Program money include child care for the Guam PS-S program and development of a public-private effort in Minneapolis, Minnesota, to provide employer-supported child care in downtown work sites for low-income employees.

• **Child Abuse Discretionary Grants**. This program also is administered by HHS; one of the program's concerns is using child care to prevent child abuse. The announcement for each funding cycle is published in the *Federal Register* toward the end of the year. One child care effort funded through this program is the "Neighborhood Aunts" program in Fairfax County, Virginia, which develops afterschool care.

• **Child Care Food Program**. The Child Care Food Program, administered by the U.S. Department of Agriculture (USDA), reimburses child care centers and family day care homes for nutritious meals served to children. To be eligible for funding, a child care facility or an "umbrella sponsor" of family day care homes must have a Federal tax exemption or be receiving funding under Title XX of the Social Security Act. The food reimbursement includes a base rate for all children and increased rates for children from low-income families that are eligible for free or reduced-price meals. Reimbursement rates are revised annually.

Non-Federal Resources

• **Scholarships at child care centers, nursery schools, kindergartens, and other centers**. In Raleigh, North Carolina, a subcommittee of the Governing Board met with 18 child care operators and secured scholarships from 9 of them.

• **Employer-sponsored programs**. Even if currently serving only employees of the sponsoring firm, these programs may be willing to expand to include self-sufficiency participants.

• **Elementary and secondary school before- and after-school programs.** Fairfax County, Virginia, has a large number of afterschool care centers in its schools, some of which are devoted exclusively to

handicapped children; parent fees cover 80 percent of the operating costs.

- **Programs for children of students and faculty at universities, community colleges, and technical schools**. In St. Paul, Minnesota, a local technical school makes space available for a child care center funded by the local school district. PS-S participants attending the school may use the facility. The University of Pittsburgh has donated child care development services and has developed a curriculum for PS-S children.

- **Church- and synagogue-sponsored programs**. The Montgomery County, Pennsylvania, program enlisted several churches in an Adopt-A-Family effort to assist with babysitting and other unmet needs.

- **Community volunteers for occasional emergency babysitting**. In Edinburg, Texas, the self-sufficiency program recruited the Junior League to provide babysitting as part of its Adopt-A-Family effort.

- **Welfare recipients trained as day care providers**. A training package, Project Fresh Start, developed under the old CETA program, is available to teach welfare recipients to be child care providers. While this career option may be suitable for some, the job and income potential may be quite limited.

- **Programs in public housing developments**. The Broward County, Florida, public housing agency established subsidized child care centers where residents of senior citizens' housing complexes care for children of public housing residents in return for reduced rent and utilities. The housing agency benefits because the arrangement encourages parents to work and thus pay higher rents. The housing agency also provides community rooms to child care providers and uses Community Services Block Grant (CSBG) funds to operate the centers. Section 8 and public housing residents receive priority for these day care slots.

- **Informal neighborhood child care activities**. Some neighborhoods have organized their own parent-operated day care cooperatives.

- **House-matching services**. These services can place parents in homes with owners or other tenants who could provide some or all child care services.

The options the Governing Board pursues and the funding for those options will depend on the structure of the program and on how many children need care. If only a small number of slots are needed relative to the number of children currently in child care programs, the simplest strategy may be to raise funds and pay for additional workers or expand facilities for existing programs.

Developing Community Child Care Services

If the Governing Board determines that the community does not have enough child care services for PS-S participants, the Board can take the initiative in developing additional child care resources. This effort should be started before the Board begins selecting participants because of the time needed to organize new child care arrangements.

If the Board decides to develop new programs, it should appoint a subcommittee or advisory group with expertise in child care. The subcommittee can then check with State and local agencies about licensing requirements, determine the types of facilities or programs needed, which organizations and individuals will be most helpful in program development, and how these organizations and individuals will be contacted.

Individual contacts with leaders of key organizations or a single luncheon meeting with many people are effective ways to generate enthusiasm and commitments. Governing Board members can make high level contacts; the local government's chief executive officer might host a meeting on city and countywide child care issues to add visibility and convince the local governing body to appropriate funds or to donate facilities. Fairfax County, Virginia, has embarked on an ambitious effort to increase the community's supply of family child care providers by aggressively seeking to recruit and train child care providers.

Developing Child Care Plans

As described in Chapter 4, each participant should have a Personal Needs Assessment and Individual Action Plan. Identifying satisfactory child care arrangements will be one component of each participant's Individual Action Plan.

Children With Special Needs

Children who are physically handicapped, emotionally disturbed, developmentally delayed, or have special medical requirements will require special planning. The United Way is a good place to look for services for a special needs child. While the parents of special children must make their own decisions about their care, extra professional guidance and counseling may be necessary for them to work out a reasonable plan.

The Governing Board may want to recruit volunteers from the medical profession, local colleges, the local school system, or other appropriate organizations to test children who have special emotional or physical problems. Foster Grandparents may be useful here; the Pittsburgh, Pennsylvania, multigenerational PS-S program arranged for the University of Pittsburgh to train a care provider to help a child with cerebral palsy.

Choosing the Type of Care

Discuss with parents what type of care they prefer, what is available already, the child's physical and educational needs, preference for small or large groups or one-on-one care, location, and supervision. Friends or family members may be especially important in providing "irregular" child care–on evenings when the parent needs to be away from home or at times when a child is too sick to attend the normal day care program.

Parents should receive as much information as possible about the types of care available; it is ultimately their responsibility to screen child care providers and to decide upon and monitor the child care provided.

Resources

PS-S Clearinghouse
c/o HUD USER
P.O. Box 6091
Rockville, MD 20850
(800) 245–2691

AFDC and JTPA Allowances for Child Care

Contact the PS-S Clearinghouse for a Directory of State Public Welfare Administrators.

Child Abuse Discretionary Grants

Call or write to the U.S. Department of Health and Human Services, National Center on Child Abuse and Neglect, P.O. Box 1182, Washington, DC 20013. (202) 245–2859.

Child Care Food Program

Contact the Child Care and Summer Programs Division, Food and Nutrition Service, USDA, 3101 Park Center Drive, Alexandria, VA 22311. (703) 756–3051.

Community Services Block Grant

Contact your regional office of the U.S. Department of Health and Human Services. See the Appendix for a listing.

Discretionary Grants Program

Contact your regional office of the U.S. Department of Health and Human Services.

Fairfax County, Virginia, Office for Children

Write or call the Fairfax County Office for Children, 11212 Waples Mill Road, Fairfax, VA 22030. (703) 691–3175.

RSVP, VISTA, and Foster Grandparents

Contact the regional office of ACTION. Call the PS-S Clearinghouse for a list of ACTION regional offices.

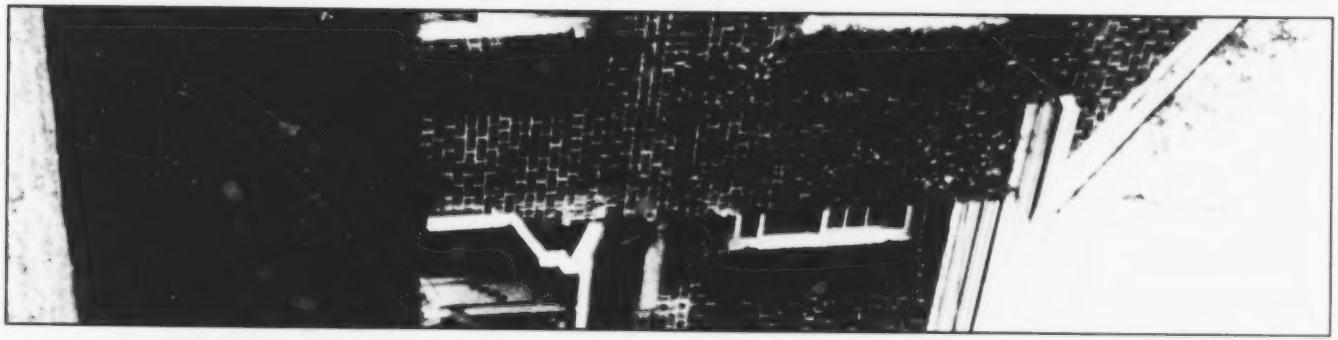
Day Care Regulations and Support

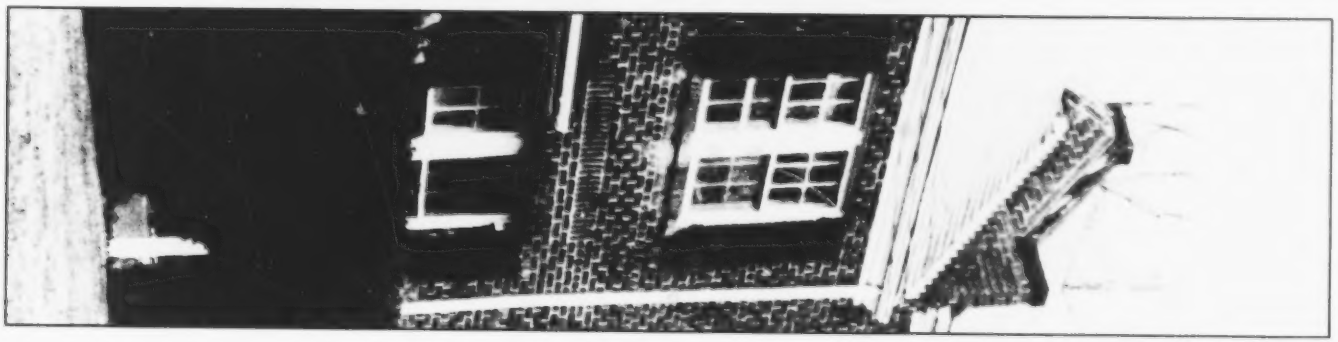
For information on your State's day care regulations, contact the licensing division in your State's health or social services department. For information on Federal day care regulations, write to the Day Care Division, Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20402.

Call the PS-S Clearinghouse for additional materials: "Employer Options to Support Working Families," from the White House; "Federal Child Care Support," from the U.S. Department of Health and Human Services; and "Federal Legislation on Day Care," from the U.S. Department of Labor.

For Further Reading

Williams, Amy and Helen Blank, *Child Care Issues to Consider in the Development of Employment and Training Programs*, Children's Defense Fund, September 1986. Order copies for $2.00 from the Children's Defense Fund, 122 C Street NW., Washington, DC 20001. (202) 628–8787.





Chapter 8

The Housing Component

Chapter 8: The Housing Component

Many PS-S participants need affordable, safe, and sanitary housing. A stable housing environment frees them from worrying about one of the basic essentials in life–adequate shelter–and thus allows them to focus better on acquiring skills to obtain gainful employment.

Depending on local circumstances and resources, housing assistance may or may not be feasible in your self-sufficiency program. If it is included, however, a representative of the agency(ies) that will provide the housing assistance should be on the Governing Board. In addition, the Local Needs Assessment and the Local Action Plan (discussed in Chapter 1) should describe housing needs, the criteria participants must meet to receive housing assistance, and plans for making such assistance available.

Current PS-S programs use both traditional and non-traditional sources of housing assistance. For example, in extreme cases of spousal abuse, several programs opened their doors to participants from other States who needed to move away from life-threatening situations. In other cases local nonprofit agencies, individuals, and churches donated resources for housing-related expenses that governmental housing programs did not cover, such as utility and security deposits, and moving expenses.

Housing and Individual Needs

Participants' housing needs will vary according to the nature of the population served. A dislocated worker's family may have a "roof over their heads," but a mortgage to pay while the worker is being retrained. This family would need a different form of assistance than a family living in a substandard, overcrowded rental unit. A battered wife and children may need short-term, emergency shelter before the mother can even begin to focus on longer-term goals such as education, counseling, and training.

In preparing each participant's Personal Needs Assessment and Individual Action Plan, the program staff should review each participant's housing needs and determine, in conjunction with the participant and the appropriate housing agency, what type of housing assistance (if any) is needed, and when the participant will need it. For example, a participant who lives in severely overcrowded conditions may need a different housing environment before enrolling in an education program where quiet study is needed; a participant living in an extended family arrangement may prefer to postpone a change in housing during the job training period because child care arrangements in the family situation are less costly and more readily available. The timing of the housing assistance, then, should be reasonably related to the specific needs of the participant.

Many self-sufficiency programs find that, absent any emergency needs, providing housing assistance when the participant reaches a particular milestone in his or her personal development program motivates the participant to complete the Individual Action Plan. Project Directors also feel that it lessens the chance that a scarce and costly resource will be used by unmotivated persons.

Sources of Housing Assistance

State and Local Housing Programs

State and local governments—as well as private, nonprofit agencies—are assuming greater roles and are finding innovative ways to house needy, low-income families. New State and local programs range from emergency shelters and transitional housing for the homeless to subsidized mortgage programs for low-income home buyers. Funding sources vary; often the State or local programs coordinate services with local housing partnership corporations or other nonprofit housing developers. Many programs are designed to supplement or complement the long-standing federally assisted programs for low-income families.

Federal Housing Programs

Over the years, HUD has administered a variety of housing programs for low- and moderate-income families. These programs produced rental housing units that are owned and managed by local and State government agencies and by private and nonprofit entities. The Governing Board might check with the local HUD Field Office for the availability of lists of HUD subsidized and insured rental housing for low- and moderate-income persons. If the HUD Field Office does not maintain such a list, it may know of other

local organizations that offer housing information or referral services.

Two federally assisted housing programs for low- and very low-income families that other PS-S programs use are Section 8 Existing Housing certificates and Section 8 housing vouchers. Which program a person participates in depends on availability and the discretion of the local public housing agency.

Section 8 Existing Housing Certificates. The Section 8 Certificate Program was created by the Housing and Community Development Act of 1974. The program currently has over 850,000 housing units under lease and is operated by local public housing agencies (PHA's).

The Certificate Program is a rental subsidy program for very low-income families. Under the program, eligible families receive a certificate to search for an adequate housing unit within the PHA's local jurisdiction and within the fair market rent and rent reasonableness limitations set by HUD and the PHA. Once the family chooses a unit, the PHA inspects it to determine if it meets the housing quality standards (HQS) of the program. If the unit passes the program's requirements for size, HQS, and rental cost, and if the owner agrees to participate in the program, the PHA approves the lease.

The PHA contracts with the landlord to pay part of the rent on behalf of the family. The family generally pays 30 percent of its adjusted monthly income, the PHA pays the rest.

The Section 8 assistance continues until the family no longer qualifies for assistance—usually until the family's rent is less than 30 percent of the family's adjusted income.

The Section 8 Voucher Program. The Section 8 Voucher Program was created in 1983 and has become an operating program with over 100,000 units under lease. Like the Section 8 Certificate Program, the Housing Voucher Program is operated by local PHA's and aids very low-income families in obtaining decent, safe, and sanitary housing in privately-owned rental units.

Housing vouchers permit families to rent units above the fair market rent thus offering a greater range of rental units than allowed under the Certificate Program.

The PHA makes monthly housing assistance payments to landlords, as in the certificate program, but the payments are fixed, based on the difference between a Payment Standard (which is comparable to the fair market rent) for the area and 30 percent of the family's adjusted monthly income.

Using Section 8 Existing Housing

Perhaps the most broadly dispersed federally subsidized housing resource that a self-sufficiency program can explore is the Section 8 Existing Housing Program. Any PHA that administers certificates or vouchers under the Section 8 Existing Housing Program has the option to approve the use of a portion of its Section 8 certificate or housing voucher program for a self-sufficiency program. (Since only the PHA has the authority to approve the use of this housing assistance, the PHA should be represented on the Governing Board.) If a PHA wishes to designate a portion of its Section 8 housing program for a local self-sufficiency program, the PHA must follow the requirements of the Section 8 program. Specifically, the PHA is required to:

1. Set preferences for selecting participants. Consideration must be given to persons already on the Section 8 waiting list who are also eligible for the PS-S program.

2. Modify the PHA Administrative Plan and its Equal Opportunity Housing Plan to reflect the changes necessary to implement the PS-S program. The modification must include:

- Objective criteria for selecting participants.
- The number of the PHA's Section 8 certificates or housing vouchers to be used in connection with the local self-sufficiency program.
- Whether, and on what basis, turnover certificates or housing vouchers (e.g., every fifth turnover) will be used for the PS-S program.
- HUD Field Office approval for the modifications to its Administrative Plan and its Equal Opportunity Housing Plan.

How PS-S Works With the Section 8 Program

If the PHA agrees to make certificates or housing vouchers a part of the PS-S program, the PHA will brief families on the Section 8 program and give PS-S

families the same opportunity to search for and select a unit in the private market that other families are given.

The local PHA administers the housing vouchers and certificates for the self-sufficiency program in essentially the same way it administers the regular Section 8 program. If the selection process or other procedures differ in any respect, however, from the PHA's normal Section 8 selection procedures, the PHA must incorporate all special procedures for the PS-S program in its revised Administrative Plan and Equal Opportunity Housing Plan. These plans are required by the regular Section 8 Existing Housing Program and are required also for PS-S programs where Section 8 housing will be made available.

Given the PHA's role in administering housing assistance, the Governing Board and the PHA must work together to ensure that families accepted into the self-sufficiency program are also eligible for the Section 8 program, and that the housing assistance will be available when needed by the participant.

Locating Appropriate Section 8 Housing Units

PHA's may encourage but may not require a particular housing choice. The PHA may encourage families in a PS-S program to rent a unit in a particular area if doing so would facilitate employment and coordination of other support services. For example, if the Governing Board is providing child care and training programs in one location, it might be more efficient to provide these services to families living relatively close together.

Sometimes the PS-S program's jurisdiction will be broader or different from the PHA's jurisdictional boundary. In such cases, the PHA can make the following accommodations to allow PS-S participants in the Section 8 program the widest possible choice of residence.

The Housing Voucher Program. PS-S participants in the housing voucher program who wish to move to an area serviced by another PHA in the housing voucher program may do so without losing their housing assistance. The PHA will advise the participant of the steps to take to move to another jurisdiction or advise the participant of any reasons why the housing voucher is not portable, that is, the number of portable vouchers issued by the PHA exceeds 15 percent of the total units leased in the PHA's housing voucher program.

The Certificate Program. The PHA may issue a certificate for use in any geographic area where it is not legally barred from entering into contracts with landlords. In areas where the PHA is barred from operating, HUD encourages PHA's to establish cooperative agreements with other PHA's to allow even greater housing opportunities. Cooperative agreements among nearby PHA's are especially important to a self-sufficiency program where education programs, job training, or employment sites are located over several jurisdictional boundaries.

Note: The Housing and Community Development Act of 1987 made both Section 8 certificates and housing vouchers portable throughout a metropolitan area and across contiguous metropolitan areas. Regulations implementing the statutory authority have not been published by the date of publication of this *Guidebook*. For further information, contact the HUD Field Office that services your jurisdiction.

Ways to Help With the Housing Search

If participants are experiencing difficulties locating housing, the PHA might request assistance from the Governing Board or may consider the administrative approaches, outreach activities, or training and housing counseling assistance.

PHA Administrative Approaches

- Issue housing vouchers and certificates for the same size units at different times so the local market is not saturated with a large number of families seeking housing.

- Provide one-stop inspection, rent negotiation, and execution of the lease and housing assistance payments or housing voucher contracts.

- Regularly monitor the progress of certificate and voucher holders.

- When appropriate, work with the participant's current landlord to determine if present housing meets or can be brought up to the housing quality standards, either by the landlord or through a local rehabilitation program, to make it eligible for leasing under the Section 8 Program.

PHA and Governing Board Outreach to Owners

• Recommend that your local government's chief executive officer appoint a member to the Governing Board from the apartment owners' association, the local board of realtors, or another equivalent organization. Encourage the Board member to advocate the PS-S program to housing professionals and to solicit the support of other rental property owners to encourage them to lease to PS-S participants.

• Conduct special outreach to landlords and realtors through workshops and one-on-one contacts to educate them about the purpose of the program and to encourage them to participate by committing to rent at least one unit to a participant. Stress that the PHA will pay the landlord a guaranteed portion of the rent each month.

Experience from self-sufficiency communities indicates that landlords find the program and its participants very attractive. In DuPage County, Illinois, and Middletown, New York, apartment owners even reduced rents for self-sufficiency participants.

• Work with the local community development and economic development agency staff to see if PS-S participants can receive first option in rental units built or renovated with Community Development Block Grant (CDBG) funds, industrial revenue bonds, or similar State or local programs.

Participant Training and Housing Counseling Assistance

• Provide search assistance to certificate and housing voucher holders. This might include searching newspaper ads daily, contacting landlords, referring participants to landlords, maintaining a list of available units obtained through PHA contacts, and calling participants with unexpired certificates or housing vouchers to discuss the status of their housing search.

• Provide participants with counseling and training on how to locate a unit. For example:

– Teach participants how to use rental ads to locate units within the fair market rent limits, or within the voucher payment standard.

– Advise families on how to assess the physical condition of a unit to know if it will pass the Section 8 inspection requirements.

– If time extensions are likely, assist participants in developing justifications for extensions by showing them how to record their housing search efforts (such as places called and visited and dates).

– Provide lists of properties currently available that meet the Section 8 requirements.

– Conduct seminars for realtors to provide information on units they have for rent.

– Set up, with other community groups, a clearinghouse compiling data on available rental units.

– Provide transportation assistance.

• Accompany participants who are having particular difficulties with the housing search to improve their approach to landlords and to explain the self-sufficiency program and the Section 8 program to the potential landlords.

Expired Section 8 Certificates and Vouchers

Certificates and housing vouchers are good for 60 days. If the family has not found a unit within 60 days, the PHA may grant extensions not exceeding an additional 60 days when there is a reasonable possibility that the family will be able to find a suitable unit within the extended time period. (The PHA's policy for granting exceptions must be in its Administrative Plan.)

If a certificate or housing voucher expires and an extension is not appropriate or permissible, it can be reissued to another self-sufficiency participant or to the next family on the PHA's waiting list, depending on the terms of the PHA's Administrative Plan. (If the participant's certificate or voucher expires, the participant can, of course, continue in the PS-S program so that other services may be provided as planned.)

Continuing Section 8 Housing Assistance After Termination From the PS-S Program

The Governing Board can adopt a policy that allows participants to be terminated from the self-sufficiency program for failure to pursue their Individual Action Plans. (Refer to Chapter 3, Selecting Participants.) However, once a Section 8 certificate or voucher is issued, even if the participant has been terminated from the self-sufficiency program, the certificate or

voucher cannot be terminated unless the participant has violated or has failed to meet the Section 8 program requirements and regulations.

Helping Participants Make the Transition From Welfare to Employment

Participants who obtain jobs will have increased expenses caused by entering the work world–transportation costs (including car repairs, gas, and insurance), medical expenses and insurance, and clothing and tools for work are just some of their new, out-of-pocket expenses. These expenses may result in financial and emotional problems that cause participants to give up the struggle and return to welfare.

In PS-S programs, a good deal of attention is given to participants who became employed and need help and encouragement to remain employed. PHA's and other service providers routinely help participants by using a variety of policies to offset the effects of increased expenses and reduced welfare assistance. Some of these techniques include:

- Provide housing assistance early to reduce heavy rental burden.

- Work with and counsel participants to help them clear outstanding debts (such as revolving credit accounts) so that work-related expenses can be borne more easily.

- Identify, with the participant as with other Section 8 families, as many deductible expenses as allowable (such as scholarships, child care, transportation, and other training and work-related expenses).

- Consider establishing general, PHA-wide policies to encourage work rather than welfare. For example, the PHA can establish a general policy to adjust rents in the Section 8 certificate program on an annual basis rather than immediately following employment or any increase in income. These policies would be applied to all persons in the PHA's certificate program.

Experience has led some PHA's to develop a policy to encourage and support risk-taking by their participants. For example, one PHA follows up on participants who lose their Section 8 assistance because their job salaries put them over the income limits for the Section 8 program. If, through no fault of his or her own (for example, a plant closing or layoff), a person loses a job within 1 year, he or she is permitted to return to the top of the Section 8 waiting list while searching for another job. (The PHA's Section 8 Administrative Plan permits this procedure.)

The Public Housing Program

Another federally assisted housing program is the Public Housing Program created in 1937, now with approximately, 1.3 million rental housing units nationally. Local PHA's develop, own, and operate the lower income rental housing projects, which are financed by the sale of tax-exempt obligations. HUD furnishes technical, professional, and financial assistance to PHA's for planning, developing, and managing the projects.

A PHA can be the lead PS-S agency and operate a self-sufficiency program exclusively for its public housing tenants and for persons in other subsidized housing programs the PHA administers. For example, the Salt Lake County, Utah, Housing Authority extends PS-S referral services to all clients in its assisted housing programs (Public Housing, Section 8 Moderate Rehabilitation, Rental Rehabilitation), and to persons on those waiting lists.

In several communities, public housing residents participate in communitywide PS-S programs and receive only nonhousing support services. In other cases, they are permitted to move to upgraded public housing, or to receive a Section 8 certificate or housing voucher to move to private housing. The Hartford, Connecticut, Housing Authority offers scattered site public housing to public housing residents as an opportunity to move into upgraded public housing.

Resources

PS-S Clearinghouse
c/o HUD USER
P.O. Box 6091
Rockville, MD 20850
(800) 245–2691

HUD Field Office Locations

For further information on HUD's assisted housing programs, contact the HUD field office that services your locality. See the Appendix for a list of HUD field office locations.

Private Sector Involvement in Housing

For an example of how one PS-S program, Los Angeles County, coordinated the private and public sectors to improve housing for PS-S participants, see *Official Special Merit Award Projects–Monographs* prepared by the U.S. Department of Housing and Urban Development for the International Year of Shelter for the Homeless. Contact the PS-S Clearinghouse for a free copy.

Chapter 9

Other Support Services

Chapter 9: Other Support Services

Each participant's Personal Needs Assessment and Individual Action Plan (described in Chapter 4) will include areas not covered in other chapters. This chapter offers advice on how to help participants meet some of the basic needs not covered in other chapters.

Aid to Families With Dependent Children (AFDC)

Many of the participants selected for PS-S programs will already be receiving AFDC. You can offer help to those who are not; but remember that participants must decide for themselves if they want to receive AFDC.

Application and assistance procedures vary from State to State, but some general elements apply to all AFDC programs: Assistance consists of a monthly grant according to the size of the family; parents of either sex who have dependent children are eligible to receive AFDC; in some States, a portion of the grant is specifically earmarked as a shelter allowance and may vary by region of the State; those eligible for AFDC usually are also eligible for a monthly allotment of food stamps and family medical coverage (Medicaid).

The local agency(ies) that administers AFDC will probably administer a variety of other programs that will help meet participants' basic needs.

AFDC recipients are categorized according to their ability to work. If all children are in school, it is felt that the parent should be working or preparing to go to work. Thus, the parent must be enrolled in the Work Incentive Program (WIN) to continue receiving AFDC. Contact the WIN agency so WIN training can be consolidated with PS-S training. You may need to obtain a letter releasing participants from the WIN program (but still continuing AFDC) prior to enrolling them in the self-sufficiency program or use the WIN training program as part of your program.

Since 1981, State welfare agencies have had the option of operating a variety of new work programs for AFDC applicants and recipients. Forty-two States have chosen to use the new options and are implementing one or more of the following new programs to find employment for AFDC recipients:

- Job Search.
- Community Work Experience.
- Grant Diversion/Work Supplementation.
- WIN Demonstration.

As of January 1987, 25 States had Job Search programs, 26 States had Community Work Experience Programs (CWEP) in operation, 15 States had approved Grant Diversion programs, and 26 operated WIN demonstration programs. Many of these programs are very successful in training and placing recipients in jobs. (The Resources section at the end of this chapter contains further information on all these programs.)

Health Care Services

Participants may have untreated physical, dental, or emotional problems that interfere with their ability to become self-sufficient; their children also need adequate medical care. You may want to help families not currently receiving Medicaid to secure this assistance. In addition, local screening programs or clinics can provide initial and periodic health screening tests for participants.

Participants may lose their Medicaid benefits after 4 months when they are placed in jobs with salaries larger than their AFDC payments and may need help with medical expenses until they qualify for medical benefits with their new job.

Inform self-sufficiency participants with children about the Medically Needy Program, which provides assistance to individuals who are no longer eligible for Medicaid and yet whose medical expenses effectively reduce their income to below the previous cash assistance level. Some 38 States have established Medically Needy Programs as an option under Medicaid. (See the Resources section for more information.)

PS-S programs have used a number of approaches to fill medical gaps during training or employment:

- Grand Forks, North Dakota, received donated medical services and infant supplies from private practitioners and a local hospital.

- In Lafayette, Louisiana, a local church donated $500 for dental expenses, and a dentist donated his professional services.

- The Louisiana State University Medical Center in Shreveport, Louisiana, gave a free initial exam and referred participants with problems to a special clinic for further medical treatment.

- Summit County, Ohio, provides preventive health care training for adults and children. Participants are encouraged to register their children in the county's early periodic screening, diagnosis, and treatment program.

- The Lexington-Fayette County, Kentucky, program has an onsite health clinic. The University of Kentucky Medical Center donated equipment and volunteer staff for the clinic.

- St. Paul, Minnesota, provided a public health nurse who gave free health screening and advice and who could arrange for low-cost medical care.

- A number of self-sufficiency communities used donated funds to pay for emergency expenses, including medical expenses.

The WIC Program

The Special Supplemental Food Program for Women, Infants, and Children (WIC) provides supplemental food vouchers that can be used for specific items in stores. WIC assistance may be appropriate for any participants and their children who are deemed to be at "nutritional risk." This determination is made by a health professional using Federal guidelines. Local health agencies and clinics generally provide WIC assistance including ongoing health services and nutrition education. (See the Resources section for more information.)

Post-Secondary Education

Post-secondary education includes all courses of study after the high school level. The Division of Student Services (DSS) of the U.S. Department of Education, administers the Special Programs for Students from Disadvantaged Backgrounds, Title IV of the Higher Education Act of 1965, as amended. These programs, which are commonly known as "TRIO" programs, give institutions support "to identify qualified individuals from disadvantaged backgrounds to prepare them for a program of post-secondary education, to provide special services for such students who are pursuing programs of post-secondary education, and to train persons serving or preparing for services in programs and projects so designed."

Competition for TRIO programs is held on a rotating basis; grants are awarded for a period of 3 years. Eligible applicants generally include institutions of higher education, public and private organizations and agencies, and in exceptional cases, secondary schools.

TRIO programs of interest to PS-S participants are Upward Bound, Special Services, Talent Search, and Educational Opportunity Centers.

- Upward Bound works with students from 9th through 12th grades and between the ages of 13 and 19 to improve academic performance and motivation to increase the probability that they will complete high school and enter and successfully pursue post-secondary educational programs.

- The Special Services Program assists students enrolled or accepted for enrollment in post-secondary institutions. The program has no age limitation. Low-income, first generation, and handicapped students are eligible for assistance. Special Services assists students who need additional academic support including counseling, tutoring, and instructional classes. Currently 660 institutions of higher education are administering Special Services Programs. Participating institutions must ensure that students will receive sufficient financial assistance to meet their full financial need.

- Talent Search assists students who have dropped out of high school, not gone to college, or dropped out of college. It is less intensive than Upward Bound or Special Services but provides some tutoring and counseling. Talent Search also gives financial aid information.

- Educational Opportunity Centers are created to help individuals over 19 years old who want a post-secondary education. Centers help potential students apply for admission and financial aid. They may also provide tutorial or counseling services. Talent Search and Educational Opportunity Centers are often run by nonprofit organizations including community action groups.

Student Financial Aid

The Office of Student Financial Aid (OSFA) of the U.S. Department of Education administers five Federal financial aid programs: Pell Grants, Supplemental Educational Opportunity Grants, College Work Study, National Direct Student Loans, and Guaranteed Student Loans/PLUS Loans.

OSFA has published a brochure entitled "The Student Guide, Five Federal Financial Aid Programs" that describes the programs, defines eligible participants, and lists contact points for further information. (See the Resources section at the end of this chapter for information about obtaining copies.)

Student Financial Aid can take the form of grants, work-study, or loans. For 1- or 2-year programs, the Pell Grant is sufficient, and it has the advantage of not having to be repaid.

In general, students are eligible for Federal aid if they are enrolled at least half-time as a regular student in an eligible program at one of the more than 7,000 colleges, universities, vocational schools, technical schools, or hospital schools of nursing that take part in the Department of Education financial aid programs; show financial need; and are making satisfactory progress in their coursework.

Transportation

Do not underestimate the importance of transportation in helping participants become self-sufficient. Inadequate or nonexistent public and private transportation is a problem for low-income persons seeking jobs or trying to keep them. Experience indicates a high correlation between the availability of transportation and the degree to which participants avail themselves of the full range of services, such as evening education classes and support group meetings.

Transportation is also important for participants' children; child care must be conveniently located or accessible via reliable transportation.

PS-S programs have used various ways to provide transportation:

- Raleigh, North Carolina, provided $7,500 for transportation assistance to purchase bus tickets and to help fund a driver for a van for self-sufficiency participants.

- In the San Gabriel Valley of Los Angeles County, California, buses operated between schools to take self-sufficiency children to and from child care centers.

- The Greenville, South Carolina, Transit Authority offered 10 bus passes per month to self-sufficiency participants.

- A car dealership in New Hampton, New York, deducted $700 from the purchase price of a used car for a PS-S participant in Middletown, New York, who was attending college and needed transportation.

- In Miami County, Ohio, a private individual and the Joint Vocational School donated auto repairs; and a local church raised funds for emergency services, such as auto repairs.

- In Prince William County, Virginia, private individuals donated many cars for PS-S participants and the self-sufficiency Governing Board raised funds for repairs.

- Clearwater, Florida, initiated a campaign for donated cars and General Telephone Company of Florida donated a vehicle that later sold for $1,081.

- Mobil and Exxon dealers in Guam provided gasoline coupons in $1 and $5 denominations to self-sufficiency participants.

- Gas station owners in Snohomish County, Washington, donated fuel to help PS-S participants get to and from work.

- A car repair shop in Phoenix, Arizona, donated services to a PS-S participant who paid for parts only, and the Circle K Corporation committed $2,000 for transportation assistance including gas, gas vouchers, and bus passes.

- Boulder County, Colorado, volunteered mechanics who repair participants' cars free of charge when participants supply the parts. The PS-S program has arranged with various local parts dealers to give price reductions on auto parts. The program also uses some of its emergency needs funds to pay for auto parts, half of the price of bus passes, and gas vouchers. A local auto repair shop has offered to give free classes to participants in basic car maintenance and repair.

- In Pickaway County, Ohio, a church adopted a participant and provided the participant with transportation.

Clothing for Interviewing and Employment

In counseling participants on how to dress for employment, participants may believe that their clothes are inappropriate. In this situation, you can offer your assistance in selecting and obtaining appropriate clothing.

Here again, PS-S programs have been extremely creative. The Clearwater, Florida, program raised over $6,000 from businesses, community groups, and

churches for clothes, uniforms, and other items not available from other sources. In Middletown, New York, residents contributed clothing for children of participants. In Huntington Beach, California, the project director arranged for clothing manufacturers to donate clothing.

Tools and Special Equipment

Depending on the occupation, some participants may have to purchase tools, special equipment or uniforms, or may have to pay union dues or other membership fees for the training program or for their jobs. For many participants, the Governing Board may need to provide even basic supplies such as paper and pens. Good sources of help include donations or loans from local businesses, Vocational Education Act or JTPA funds, and assistance from local colleges or technical schools.

Resources

PS-S Clearinghouse
c/o HUD USER
P.O. Box 6091
Rockville, MD 20850
(800) 245–2691

AFDC Benefits

Contact the PS-S Clearinghouse for a Directory of State Public Welfare Administrators.

Education Programs

The U.S. Department of Education administers an array of elementary, secondary, and vocational programs and services. All of the Department's programs are described and contacts listed in "1987 Guide to Department of Education Programs." The guide can be obtained for $1.75 from the Superintendent of Documents, Government Printing Office, Washington, DC 20402. (202) 783–3238. Order stock no. 065-000-00282-5.

Financial Aid

Office of Student Financial Aid (OSFA) brochure "The Student Guide, Five Federal Financial Aid Programs" can be obtained free of charge by writing to: S. James, Consumer Information Center-C2, P.O. Box 100, Pueblo, Colorado 81002. Order no. 503R.

Job Search, Community Work Experience, Grant Diversion/Work Supplementation, WIN Demonstration Program

Contact the PS-S Clearinghouse for a packet of materials on welfare work programs.

Medically Needy Program

States may also cover the medically needy under their Medicaid programs. The medically needy are persons whose income is slightly in excess of the standards for cash assistance, provided that: (1) they are aged, blind, disabled, or members of families with dependent children; and (2) their income (after deducting incurred medical expenses) falls below the State standard. As of December 1, 1986, 38 States and jurisdictions provided medically needy coverage. These States are:

Arkansas
California
Connecticut
Washington, D.C.
Georgia
(limited program)
Hawaii
Illinois
Iowa
(limited program)
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Montana
Nebraska
New Hampshire
New York
North Carolina
North Dakota
Northern Mariana
Islands
Oklahoma
Oregon
(limited program)
Pennsylvania
Puerto Rico
Rhode Island
South Carolina
(limited program)
Tennessee
(limited program)
Texas
(limited program)
Utah
Vermont
Virgin Islands
Virginia
Washington
West Virginia
Wisconsin

For more information about the medically needy program, contact your local social services office.

Transportation

Contact the PS-S Clearinghouse for copies of Technical Assistance Briefs prepared by the Urban Mass Transportation Administration of the U.S. Department of Transportation describing volunteer van transportation systems.

TRIO Programs

The TRIO Programs are nationwide and include Puerto Rico, Guam, the Virgin Islands, and the Trust Territories. For further information on the TRIO programs, contact the Division of Student Services, U.S. Department of Education, 400 Maryland Avenue SW., Washington, DC 20202, Stop 3323. (202) 245–2165.

Women, Infants, and Children Program

Obtain information about the WIC program from the regional offices of the U.S. Department of Agriculture, Food and Nutrition Service.

Chapter 10

Points To Remember

Chapter 10: Points To Remember

Designing and implementing an innovative self-sufficiency program calls for a mixture of creativity, pragmatism, and flexibility. Your local self-sufficiency program should not be a static program; it should respond to new opportunities and a changing environment. This chapter highlights a number of important points to consider throughout the life of the program.

1. Set goals for your program and periodically evaluate the participants' progress toward these goals. If the program is not meeting its goals, be flexible enough to change program activities. Flexibility should be built into your program design.

2. Be willing and able to provide comprehensive assistance tailored to the needs of the persons you select. Neglecting their personal needs for child care and transportation, for example, could cause participants to drop out of job training or education programs.

3. The provision of housing assistance in conjunction with other support services both encourages and enables participants to move toward self-sufficiency. The assurance of a decent apartment or house at an affordable rent allows participants to take the necessary steps to make themselves employable without the constant concerns of where they will live and how they will pay the rent.

4. The need to coordinate your program with private sector activities cannot be overemphasized. Successful programs locate nontraditional resources and develop and sustain public-private partnerships that can provide the opportunities and services to help participants achieve their goal of economic self-sufficiency.

5. Keep the local government chief executive officer involved in the program. He or she is key to generating and sustaining private sector participation and can help make city or county resources more readily available.

6. During the planning stage, allow for flexibility in your time line. Making contacts, getting commitments, and establishing routines will take more time than you think.

7. Make sure that all components have been carefully planned and put in place before beginning the selection process. Participants will feel more secure with a process that runs smoothly. Ambiguity about how and when events will happen may cause participants to mistrust the program staff or providers.

8. Make sure that participants are selected specially for your program, based on local goals, objectives, and circumstances. Other programs' (e.g. WIN, AFDC, JTPA) selection systems are designed to meet their own goals and objectives, not necessarily those of your self-sufficiency program.

9. Make sure every applicant understands the concept of the program. When selecting participants, insist that applicants define their reasons for wanting to participate. If reasons stated are short-term goals (i.e., to get into housing, to receive training or day care, or even to get a job), this is a good indication that the person's goals are shortsighted. The person must grasp the program concept and be helped to explore how that concept fits into his or her short- and long-term goals.

10. Keep participants motivated. Provide motivational support to help participants recognize that they can gain control over their lives. This may require ongoing individualized attention through one-on-one counseling, mentoring programs, and peer group meetings.

11. Remember that in addition to resource gathering and coordination, the Governing Board is the policy-making body. While the Project Director and staff are responsible for day-to-day administration, the Board should never relinquish its policymaking responsibilities.

12. Establish working relationships with prospective employers at the beginning of the program and keep the relationship flourishing. If these relationships wither, they will be difficult to reestablish at job-seeking time.

13. Develop an evaluation component during the program design stage, rather than adding it later as an afterthought. Two kinds of evaluation are important–collection of information on overall program progress and evaluation of the program by the participants themselves. Do not fail to periodically ask the participants their own views on the program and whether they have suggestions for improvement.

14. Establish a good rapport with the media to help gain community support, as well as to provide documentation as events occur. If any television coverage occurs, request a copy of the tape. This may be obtained at little or no charge and can be very helpful in public speaking.

15. Get written agreements and commitments from all contributing organizations. Never assume verbal agreements are adequate.

16. Remember the importance of career and personal counseling. The prevailing attitude should be one of helping participants learn to help themselves.

17. Check and recheck to ensure that your counseling component is strong, consistent, and professional. It should provide the base to facilitate emotional self-sufficiency.

18. If a participant drops out of the program, make every effort to find out why. If possible, try to help the participant establish an alternative plan.

19. Help participants develop a sense of responsibility by allowing them to make choices whenever possible. Avoid choosing for the participants even if they seem to want you to do so.

20. Inform all participating agencies and businesses of the progress of participants in the self-sufficiency program. Often the service providers never see the results of their efforts.

21. Choose jobs with growth potential and wages that will enable participants to be better off working than on public assistance. Nontraditional jobs and apprenticeships in, for example, the construction trades, the transportation and automotive industries, and computer maintenance are options to consider.

22. Be positive. Participants will have had their share of disappointments and failures. The attitude of the staff can go a long way in developing a "can do" attitude in participants.

Appendix

Appendix: Regional Offices

Regional Responsibility for Federal Departments

Region I
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Region II
New York, New Jersey, Puerto Rico, Virgin Islands

Region III
Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

Region IV
Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Kentucky, Tennessee

Region V
Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Region VI
Arkansas, Texas, Louisiana, New Mexico, Oklahoma

Region VII
Iowa, Kansas, Nebraska, Missouri

Region VIII
Colorado, North Dakota, South Dakota, Montana, Utah, Wyoming

Region IX
Arizona, California, Hawaii, Nevada, Guam, American Samoa

Region X
Alaska, Idaho, Oregon, Washington

Department of Housing and Urban Development

Region I
Boston Regional Office
Federal Building
10 Causeway Street
Boston, MA 02222-1092
(617) 565-5234

Region II
New York Regional Office
26 Federal Plaza
New York, NY 10278-0068
(212) 264-8053

Region III
Philadelphia Regional Office
Liberty Square Building
105 S. 7th Street
Philadelphia, PA 19106-3392
(215) 597-2560

Region IV
Atlanta Regional Office
Richard B. Russell Federal Building
75 Spring Street SW.
Atlanta, GA 30303-3388
(404) 331-5136

Region V
Chicago Regional Office
300 South Wacker Drive
Chicago, IL 60606-6755
(312) 353-5680

Region VI
Ft. Worth Regional Office
1600 Throckmorton
P.O. Box 2905
Ft. Worth, TX 76113-2905
(817) 885-5401

Region VII
Kansas City Regional Office
Professional Building
1103 Grand Avenue
Kansas City, MO 64106-2496
(816) 374-2661

Region VIII
Denver Regional Office
Executive Tower Building
1405 Curtis Street
Denver, CO 80202-2349
(303) 844-4513

Region IX
San Francisco Regional Office
Phillip Burton Federal Building
and U.S. Courthouse
450 Golden Gate Avenue
P.O. Box 36003
San Francisco, CA 94102-3448
(415) 556-4752

Region X
Seattle Regional Office
Arcade Plaza Building
1321 Second Avenue
Seattle, WA 98101-2054
(206) 442-5414

Department of Housing and Urban Development
Region I Offices

Hartford Office
330 Main Street, First Floor
Hartford, CT 06106-1860
(203) 240-4522

Manchester Office
Norris Cotton Federal Building
275 Chestnut Street
Manchester, NH 03101-2487
(603) 666-7681

Bangor Office
263 State Street, Ground Level
Bangor, ME 04401-5435
(207) 945-0534

Burlington Office
Room B-311 Federal Building
11 Elmwood Avenue
P.O. Box 1104
Burlington, VT 05402-1104
(802) 951-6290

Providence Office
330 John O. Pastore Federal Building
and U.S. Post Office - Kennedy Plaza
Providence, RI 02903-1785
(401) 528-5351

Department of Housing and Urban Development
Region II Offices

Albany Office
Lew W. O'Brien Federal Building
North Pearl Street and Clinton Avenue
Albany, NY 12207-2395
(518) 472-3567

Buffalo Office
Statler Building, Mezzanine
107 Delaware Avenue
Buffalo, NY 14202-2986
(716) 846-5755

Caribbean Office
Federico Degetau Federal Building
U.S. Courthouse, Room 428
Carlos E. Chardon Avenue
Hato Rey, PR 00918-2276
(809) 753-4201

Camden Office
The Parkade Building
519 Federal Street
Camden, NJ 08103-9998
(609) 757-5081

Newark Office
Military Park Building
60 Park Place
Newark, NJ 07102-5504
(201) 877-1662

Department of Housing and Urban Development
Region III Offices

Baltimore Office
The Equitable Building
10 North Calvert Street, 3rd Floor
Baltimore, MD 21202-1865
(301) 962-2121

Charleston Office
405 Capitol Street, Suite 708
Charleston, WV 25301-1795
(304) 347-7000

Pittsburgh Office
412 Old Post Office Courthouse Building
7th Avenue and Grant Street
Pittsburgh, PA 15219-1906
(412) 644-6428

Richmond Office
701 East Franklin Street
Richmond, VA 23219-2591
(804) 771-2721

Washington, DC Office
HUD Building
451 Seventh Street SW., Room 3158
Washington, DC 20410-5500
(202) 453-4500

Wilmington Office
Federal Building
844 King Street, Room 1304
Wilmington, DE 19801-3519
(302) 573-6300

Department of Housing and Urban Development
Region IV Offices

Birmingham Office
Daniel Building
15 South 20th Street
Birmingham, AL 35233-2096
(205) 731-1617

Columbia Office
Strom Thurmond Federal Building
1835-45 Assembly Street
Columbia, SC 29201-2480
(803) 765-5592

Coral Gables Office
Gables 1 Tower
1320 South Dixie Highway
Coral Gables, FL 33146-2911
(305) 662-4500

Greensboro Office
415 North Edgeworth Street
Greensboro, NC 27401-2107
(919) 333-5361

Jackson Office
Doctor A. H. McCoy Federal Building
100 West Capitol Street, Room 910
Jackson, MS 39269-1096
(601) 965-4707

Jacksonville Office
325 West Adams Street
Jacksonville, FL 32202-4303
(904) 791-2626

Knoxville Office
One Northshore Building
1111 Northshore Drive
Knoxville, TN 37919-4090
(615) 558-1384

Louisville Office
P.O. Box 1044
601 W. Broadway
Louisville, KY 40201-1044
(502) 582-5251

Memphis Office
One Memphis Place
200 Jefferson Avenue, Suite 1200
Memphis, TN 38103-2335
(901) 521-3367

Nashville Office
One Commerce Place, Suite 1600
Nashville, TN 37239-1600
(615) 736-5233

Orlando Office
Federal Office Building
80 North Hughey Avenue, Room 410
Orlando, FL 32801-2226
(305) 648-6441

Tampa Office
700 Twigs Street, Room 527
P.O. Box 172910
Tampa, FL 33672-2501
(813) 228-2501

Department of Housing and Urban Development
Region V Offices

Cincinnati Office
Federal Office Building, Room 9002
550 Main Street
Cincinnati, OH 45202-3253
(513) 684-2884

Cleveland Office
One Playhouse Square
1375 Euclid Avenue, Room 420
Cleveland, OH 44115-1832
(216) 522-4065

Columbus Office
200 North High Street
Columbus, OH 43215-2499
(614) 469-7345

Detroit Office
Patrick V. McNamara Federal Building
477 Michigan Avenue
Detroit, MI 48226-2592
(313) 226-6280

Flint Office
Gil Sabuco Building
352 South Saginaw Street, Room 200
Flint, MI 48502-1953
(313) 766-5109

Grand Rapids Office
2922 Fuller Avenue NE.
Grand Rapids, MI 49505-3409
(616) 456-2100

Indianapolis Office
151 North Delaware Street
Indianapolis, IN 46204-2526
(317) 269-6303

Milwaukee Office
Henry S. Reuss Federal Plaza
310 West Wisconsin Avenue
Suite 1380
Milwaukee, WI 53203-2289
(414) 291-3214

Minneapolis-St. Paul Office
220 Second Street, South
Minneapolis, MN 55401-2195
(612) 370-3000

Springfield Office
524 South Second Street
Suite 672
Springfield, IL 62701-1774
(217) 492-4085

Department of Housing and Urban Development
Region VI Offices

Albuquerque Office
625 Truman Street NE.
Albuquerque, NM 87110-6443
(505) 766-3251

Dallas Office
525 Griffin Street, Room 106
Dallas, TX 75202-5007
(214) 767-8308

Houston Office
National Bank of Texas Building
2211 Norfolk, Suite 300
Houston, TX 77098-4096
(713) 229-3950

Little Rock Office
Lafayette Building
523 Louisiana, Suite 200
Little Rock, AR 72201-3523
(501) 378-5931

Lubbock Office
Federal Office Building
1205 Texas Avenue
Lubbock, TX 79401-4093
(806) 743-7265

New Orleans Office
Fisk Federal Building
1661 Canal Street
New Orleans, LA 70112-2887
(504) 589-7200

Oklahoma City Office
Murrah Federal Building
200 NW. 5th Street
Oklahoma City, OK 73102-3202
(405) 231-4181

San Antonio Office
Washington Square
800 Dolorosa Street
San Antonio, TX 78207-4563
(512) 229-6781

Shreveport Office
New Federal Building
500 Fannin Street
Shreveport, LA 71101-3077
(318) 226-5385

Tulsa Office
Robert S. Kerr Building
440 South Houston Avenue, Room 200
Tulsa, OK 74127-8923
(918) 581-7435

Department of Housing and Urban Development
Region VII Offices

Des Moines Office
Federal Building
210 Walnut Street, Room 259
Des Moines, IA 50309-2155
(515) 284-4512

Omaha Office
Braiker/Brandeis Building
210 South 16th Street
Omaha, NE 68102-1622
(402) 221-3703

St. Louis Office
210 North Tucker Boulevard
St. Louis, MO 63101-1997
(314) 425-4761

Topeka Office
Frank Carlson Federal Building
444 Quincy, Room 370
Topeka, KS 66683-0001
(913) 295-2652

Department of Housing and Urban Development
Region VIII Offices

Casper Office
4225 Federal Office Building
100 East B Street
P.O. Box 580
Casper, WY 82602-1918
(307) 261-5252

Fargo Office
Federal Building, P.O. Box 2483
653 2d Avenue North
Fargo, ND 58108-2483
(701) 237-5136

Helena Office
Federal Office Building Drawer 10095
301 S. Park, Room 340
Helena, MT 59626-0095
(406) 449-5205

Salt Lake City Office
324 South State Street, Suite 220
Salt Lake City, UT 84111-2321
(801) 524-5379

Sioux Falls Office
300 Building
300 N. Dakota Avenue, Suite 116
Sioux Falls, SD 57102-0311
(605) 336-2980 Ext. 223

Department of Housing and Urban Development
Region IX Offices

Fresno Office
1630 E. Shaw Avenue, Suite 138
Fresno, CA 93710-8193
(209) 487-5033

Honolulu Office
300 Ala Moana Boulevard, Room 3318
Honolulu, HI 96850-4991
(808) 541-1323

Las Vegas Office
1500 East Tropicana Avenue, 2d Floor
Suite 205
Las Vegas, NV 89119-6516
(702) 388-6500

Los Angeles Office
1615 W. Olympic Boulevard
Los Angeles, CA 90015-3801
(213) 251-7122

Phoenix Office
One North First Street, 3d Floor
P.O. Box 13468
Phoenix, AZ 85002-3468
(602) 261-4434

Reno Office
1050 Bible Way
P.O. Box 4700
Reno, NV 89505-4700
(702) 784-5356

Sacramento Office
777 12th Street, Suite 200
Sacramento, CA 95814-1997
(916) 551-1351

San Diego Office
Federal Office Building
880 Front Street, Room 5S3
San Diego, CA 92188-0100
(619) 557-5310

Santa Ana Office
34 Civic Center Plaza
Box 12850
Santa Ana, CA 92712-2850
(714) 836-2451

Tucson Office
Pioneer Plaza
100 North Stone Avenue, Suite 410
Tucson, AZ 85701-1467
(602) 629-6237

Department of Housing and Urban Development
Region X Offices

Anchorage Office
701 C Street, Box 64
Anchorage, AK 99513-0001
(907) 271-4170

Boise Office
Box 042, FB/USCH
550 West Fort Street
Boise, ID 83724-0420
(208) 334-1990

Portland Office
520 Southwest Sixth Avenue
Portland, OR 97204-1596
(503) 221-2561

Spokane Office
West 920 Riverside Avenue
Spokane, WA 99201-1075
(509) 456-2510

Department of Education Regional Offices

Region I
Boston Regional Office
McCormack PO & Courthouse
Boston, MA 02109
(617) 565-1500

Region II
New York Regional Office
26 Federal Plaza
New York, NY 10278
(212) 264-7008

Region III
Philadelphia Regional Office
3535 Market Street
Philadelphia, PA 19104
(215) 596-1001

Region IV
Atlanta Regional Office
P.O. Box 1777
Atlanta, GA 30301
(404) 331-2502

Region V
Chicago Regional Office
401 South State Street
Chicago, IL 60605
(312) 353-5125

Region VI
Dallas Regional Office
1200 Main Tower Building
Dallas, TX 75202
(214) 767-3626

Region VII
Kansas City Regional Office
P.O. Box 901381
Kansas City, MO 64190
(816) 891-7971

Region VIII
Denver Regional Office
1961 Stout Street
Denver, CO 80294
(303) 844-3544

Region IX
San Francisco Regional Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 556-4920

Region X
Seattle Regional Office
2901 Third Avenue
Seattle, WA 98121
(206) 442-0460

Department of Health and Human Services Regional Offices

Region I
Boston Regional Office
Federal Building
Government Center
Boston, MA 02203
(617) 565-1500

Region II
New York Regional Office
26 Federal Plaza
New York, NY 10278
(212) 264-4600

Region III
Philadelphia Regional Office
3535 Market Street
Philadelphia, PA 19104
(215) 596-6492

Region IV
Atlanta Regional Office
1010 Marietta Tower Building
Atlanta, GA 30323
(404) 221-2442

Region V
Chicago Regional Office
300 South Wacker Drive
Chicago, IL 60606
(312) 353-5160

Region VI
Dallas Regional Office
1200 Main Tower Building
Dallas, TX 75202
(214) 767-3301

Region VII
Kansas City Regional Office
601 East 12th Street
Kansas City, MO 64106
(816) 374-2821

Region VIII
Denver Regional Office
1961 Stout Street
Denver, CO 80294
(303) 844-3372

Region IX
San Francisco Regional Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 556-6746

Region X
Seattle Regional Office
2901 Third Avenue
Seattle, WA 98121
(206) 442-0420

Department of Labor Regional Offices

Region I
Boston Regional Office
John F. Kennedy Federal Building
Boston, MA 02203
(617) 565-2264

Region II
New York Regional Office
1515 Broadway
New York, NY 10036
(212) 337-2139

Region III
Philadelphia Regional Office
P.O. Box 8796
Philadelphia, PA 19101
(215) 596-6336

Region IV
Atlanta Regional Office
1371 Peachtree Street NE
Atlanta, GA 30367
(404) 347-3573

Region V
Chicago Regional Office
230 South Dearborn Street
Chicago, IL 60604
(312) 353-0313

Region VI
Dallas Regional Office
525 Griffin Square Building
Dallas, TX 75202
(214) 767-8263

Region VII
Kansas City Regional Office
911 Walnut Street
Kansas City, MO 64106
(816) 374-3796

Region VIII
Denver Regional Office
1961 Stout Street
Denver, CO 80294
(303) 844-4477

Region IX
San Francisco Regional Office
71 Stevenson Street
San Francisco, CA 94105
(415) 995-5437

Region X
Seattle Regional Office
909 First Avenue
Federal Building
Seattle, WA 98174
(206) 442-7700

Job Training Partnership Act

Job Training Programs
Room N-4439
200 Constitution Avenue NW
Washington, DC 20210
(202) 535-0236

☆U.S. GOVERNMENT PRINTING OFFICE: 1988 201-925/93902

U.S. Department of Housing and Urban Development
Washington. D.C. 20410-6000

Official Business
Penalty for Private Use. $300

August 1988
HUD-1153-PDR

38